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ALL PRACTICE (SEE PAGE 10)

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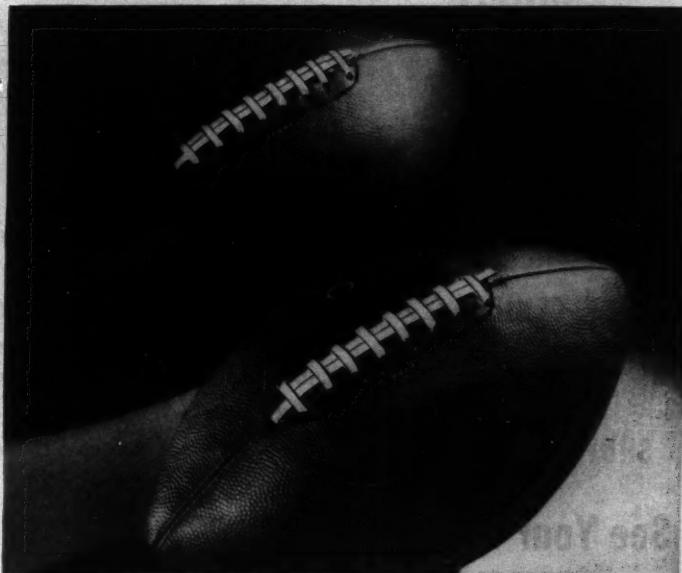
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SCHOLASTIC COACH

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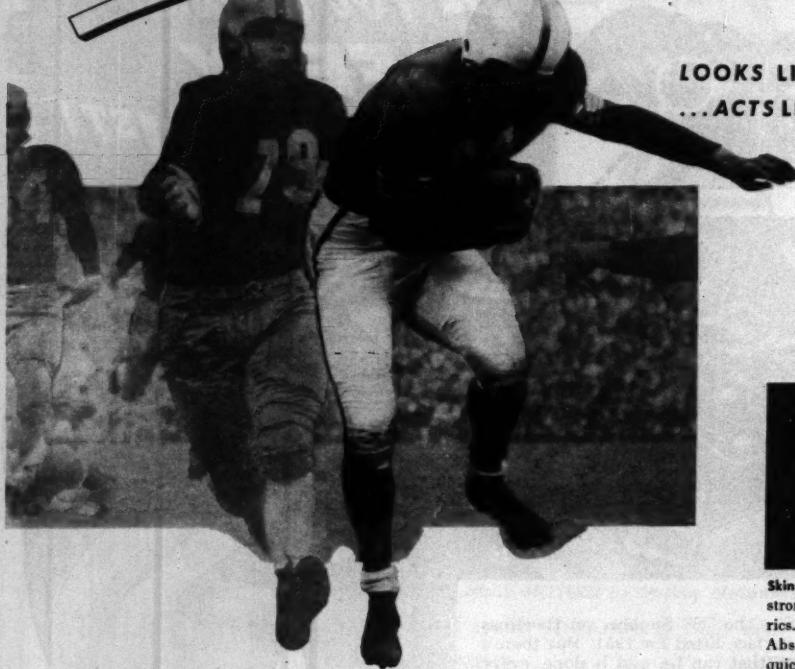
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Here
Below

Schoolboy squeeze play

WITH spring just around the corner—every cozy little corner—we probably should be belting out 400-foot hallelujahs in praise of love and the coming baseball season. But our young man's fancy these days is distracted by a small black cloud on the horizon. Though no thunderclaps have been heard as yet, the signs clearly portend a storm—a storm that may well rock the high school baseball boat.

As most of you know, Professional Baseball in 1946 signed a five-year pact under which they agreed to respect the amateur standing of schoolboy athletes. This agreement conformed to the best educational thinking. It stipulated that Professional Baseball would neither solicit nor sign any boy with remaining high school eligibility; and under no conditions would they take a boy out of school until after eight semesters following his original entry.

The theory behind this rule was that most boys between the ages of 13 and 18 aren't capable of choosing their future careers and that it's unfair, therefore, to sell them on a project which would end their formal education sooner than otherwise, and for which they might learn too late they hadn't enough aptitude.

The professional clubs faithfully toed the line during the tenure of the pact. But you couldn't accuse them of being completely happy about it, particularly in recent years. When the five-year plan expired in 1951, they moved into action—though temperately. They agreed to renew the pact so long as some liberty was granted them in talking with high school boys.

Since in actual practice, it had never been possible to prohibit a baseball bird-dog from talking to a boy, the high school groups agreed to this. It was made plain, however, that contractual conversations were strictly forbidden.

In brief, then, the new regulation was (is) about the same as the old, except that it specifically stated that non-contractual conversations wouldn't be penalized.

So far so good. Then came a sinister note. The professional clubs (a) insisted upon just a one-year contract, and (b) professed their intent of

throwing out the rule in 1953 and substituting an entirely new one which would permit the signing of high school boys whenever desired, but would prohibit their use until their class graduated.

Now, most of us have a good deal of sympathy for the baseball executives. Their operation is becoming more and more complex, and they rate special consideration. But their

motives in this instance are suspect.

Why are they so insistent upon a free ticket to negotiate with the kids anywhere and anytime? Why do they refuse to wait until graduation?

The obvious answer that comes to mind is the necessity to replenish the dwindling talent supply. But this doesn't hold up under close inspection. Few high school boys are good enough to step into anything better than Class B ball. It takes three to five years to gird them for the big time.

The fact that the pros would be willing to wait until graduation before using their boy geniuses and that they'd be happy to underwrite college careers for them affords the proof supreme that Professional Baseball knows darn well that high school talent fresh off the cob isn't the answer to the player-shortage problem.

What's the real reason, then? The only one that makes "cents" is the dollar angle. As it now stands, the baseball people cannot talk \$ until the boys have exhausted all their eligibility.

Suppose, for instance, a scout spots a promising youngster who's in his sophomore year at high school. The bird-dog must hold his distance for two full years. By that time the boy has matured, developed even greater skill—and probably attracted a dozen more scouts.

Whereas the scout might have originally signed the boy for a song, he must now bid against 12 other agents. Instead of disgorging a couple of hundred bonus dollars, he must now ante up thousands of coarse treasury notes.

Our big league clubs are getting weary of throwing away hundreds of thousands of dollars on callow kids. They want to go back to the "good old days" when they could sign up talent soon as they laid eyes on same—without waiting until other bird-dogs also flushed out the game. It certainly was simpler—and cheaper.

What the baseball people fail to realize is that times have changed, that unfettered solicitation would prove ruinous to all concerned. The baseball agents would descend upon our high schools fields like locusts, infecting thousands of kids with delusions of grandeur.

(Concluded on page 50)

NOW that the baseball people can send their scouts to tell their story to high school kids (in 1952, baseball agents will be permitted to hold non-contractual conversations with schoolboy athletes):

Will the scouts actually encourage their prospects to go to college, or will they try to start the boys playing pro baseball at the earliest possible moment?

Will they wrap the package they offer in the golden ribbons of such success stories as Bob Feller's and Joe DiMaggio's or will they admit that for every boy who reaches the majors, there are thousands who never get out of the minors?

Will they speak of the glory of the World Series and the rich appointments of travel in the big time, or will they talk about the bumpy bus rides and the small salaries and the mysterious menus of the tank-town beaneries?

Of all the millions of boys in America, only 400 can play at any one time in the majors. And unless a candidate honestly can aspire to reach the majors, he is wasting every minute which he spends in preparation for a career in baseball.

The game's new liberty to talk to high school boys carries with it the obligation to protect those boys against evils ranging from bad judgment of their talent to false promises regarding their future. Someone must make very sure that the road from the high school diamonds to the big league stadia isn't clogged with broken hearts.

—Ed McAuley, Cleveland News

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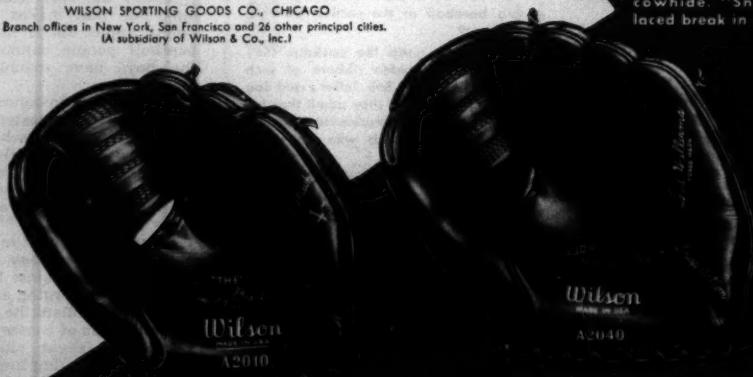
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IT'S Wilson TODAY IN SPORTS EQUIPMENT



Coach Bill Mikilich at work with several members of the fabulously successful Grosse Pointe H. S. tennis team.

"Big Brother" Tennis Coaching

A DECADE of interscholastic tennis has brought an enviable record to Grosse Pointe High School. Since April 1941, Grosse Pointe has amassed 128 victories against only 2 defeats!

What makes this record even more impressive is that it includes a victory string of 69 (believed to be a national scholastic record), compiled between April 1941 and April 1947, and another string of 59, which was finally snapped in the last match of the 1951 season.

Over this 10-year period, the team has been outright Border Cities league champions nine times and co-champions with Monroe the other year. It has also annexed three state Class A crowns, two state runner-up honors, and eight state regional diamems.

What's the story behind this truly phenomenal record? It goes straight back to a coach named Larry Westerville. Upon arriving at Grosse Pointe from Kalamazoo College, where he played varsity tennis under Dr. Allan B. Stowe, current president of the Western Lawn Tennis Assn., Westerville infected the

school with his enthusiasm for the game. He induced the parents and students to construct two make-shift courts, and tennis was on the way.

By 1943, the success of his program was attracting wide attention, and it culminated in an inquiry by the U.S. Lawn Tennis Assn. itself. An article on Westerville's techniques was published and sent to college, private school, and public school coaches. Called the "Big Brother" system (to be discussed in detail later on), it stirred considerable interest everywhere it went and helped put Grosse Pointe on the tennis map.

When Westerville gave up coaching, Merlin W. Schultz, a former Michigan State Normal player, took over the reins. The team had lost its only match in six years the previous season, and a new era was about to be launched.

The team demonstrated what a solid tradition can do by starting a new streak that was to endure

until the final match of the 1951 season. On the same day that the team's string ran out, Coach Schultz received orders to return to active duty with the Navy. And so Grosse Pointe will open the 1952 season with a new coach, William Mikilich, former Michigan star.

Now let's look into the famous Big Brother system. How does it work? How are huge numbers of green candidates molded into well-balanced winning teams year after year? These questions and others are constantly being posed by high schools throughout the country.

Success hinges on more than one factor. Some of the things that enter importantly into the picture are: 13 hard-surfaced courts close to the school, assistance in getting equipment for the players, the cooperation of the groundkeepers in maintaining the nets and playing surfaces, the constant availability of better players to sharpen your game, (Continued on page 62)

By LT. CMDR. MERLIN SCHULTZ

Coach-on-Leave, Grosse Pointe (Mich.) High School

Front Runners Win Relays

By DON CANHAM

Track Coach, University of Michigan

WHERE the duty of covering a specific distance is delegated to four men, rather than one, as in relay racing, the problems and difficulties are, of course, multiplied by four.

It is for this reason that few relay teams ever perform to absolute capacity. Even the winning team usually has one man (or more) who's turned in a better performance on another day in another race.

There are many reasons for this phenomenon. The most constant one is the manner in which the race breaks. Seldom does a relay race provide proper pace, good competition, and ideal race conditions on every leg. The boy who runs well this week may perform relatively poorly next week because competitive conditions on his particular leg vary from race to race.

Over the long haul the most consistent relay teams are made up of front runners, men who can set their own fast pace. A sound front runner is less dependent upon the competition or the manner in which the particular race develops; and a relay team of four average front runners can usually do remarkably well in major competition.

The race is with the clock, not the opponent; and very often the front runners can win the relay by building up enough distance on an outstanding rival anchor man during the first three legs.

Very often the team with the most talented runners doesn't win the race. The coach who fields four men who've run 50 seconds for an open 440 cannot necessarily count on at least a 3:20 mile relay performance.

More often than not, one or more of these men achieved their best quarter-mile mark while being carried on an opponent's fast pace. In any case it's doubtful whether all four men ran their best race as front runners.

During the actual relay race, it's very possible that the opponent won't have the ability or desire to force 50 second pace on every leg. In this case the team won't run a

3:20 unless each man is capable of running his own race out in front against the clock.

The value of front runners is even more pronounced in the distance relays. In the two-mile, distance-medley, and four-mile relays, the teams usually string out after the lead-off leg. More often than not, an athlete cannot count on merely running a competitive leg with the opponent. He too often finds himself running alone—far ahead or far behind.

Sound knowledge of pace, confidence, and above all, a tenacious will, will pay off in creditable performances in this case.

All coaches have watched large leads melt away because a usually fine distance runner simply couldn't run his best race alone out in front. A runner of this type often loses a lead and then out-kicks the opponent to hand off the baton to his relief man.

The runner is satisfied to get rid of the baton with a lead, but in reality he has failed his responsibility. He has nullified the lead built up by his teammates. A successful leg is one in which the athlete preserves every inch of lead he's given and then runs his best time for the leg. In this way the lead distance is a cumulative effort.

SINCE the remarkably astute Don Canham took over the track-coaching reins at Michigan, the Wolverines have had exceptional success in major relay competition. They've set records at the famed Drake, Kansas, and Southern Relays, and last year established a new world indoor record in the distance medley relay. Track students who can't get enough of Canham's writings will be interested to know that A. S. Barnes & Co. will issue two of his books next month, namely, "Track Techniques Illustrated" and "Field Techniques Illustrated."

Many fine runners are unable to approach their best time while setting pace. They're absolutely dependent upon competition for outstanding performance. Usually because of leg speed and often because they aren't required to train as front runners, they turn in just average times when burdened with setting pace.

Why should a man with leg speed turn in just average times when asked to set pace? Because men with leg speed aren't usually front runners. Knowing they can win the race with a kick in the stretch, they run on someone else's pace. This is, of course, easier to do than set pace.

They simply never have to run out in front (except on a relay) and consequently never develop the ability to run their best race while leading. Their best times are made when somebody else sets a fast pace for them. Then, using great leg speed, they win in the stretch.

Don Gehrman is a perfect example of this. He has never run a great race out in front. Fred Wilt has set pace on all his fine miles. Gehrman probably wouldn't approach 4:08 on a relay if he found himself running in front. Wilt, Greg Rice, and Don McEwen, of Michigan, are the best recent examples of fine front runners.

When deciding the order in which to run your men, two usually constant factors should be kept in mind:

1. The most competitive and bunched leg is the lead-off.
2. The leg with the most talented runners is usually the anchor leg.

The wise coach usually places his poorest front runner on the first leg to assure him an even start and a competitive race. Placing this man on another leg involves a risk. His team may provide him with a lead and thus place him in a front running position. Since he's incapable of running his best race while setting pace, dissipation of the lead usually follows.

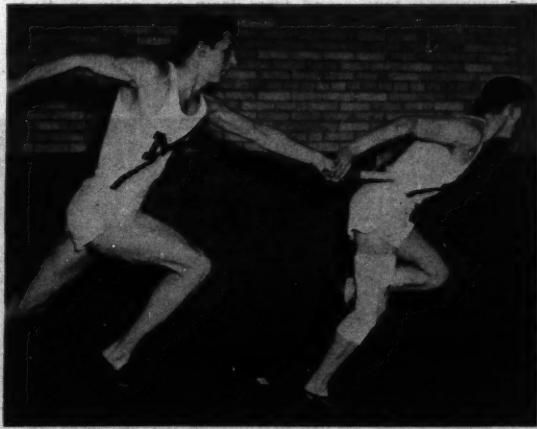
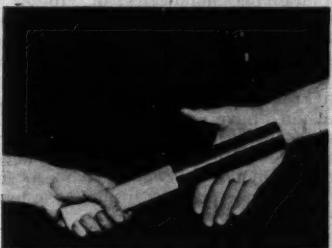
Almost without fail the outstanding runner, the "bell cow," runs the (Continued on page 56)



VISUAL PASS for distance relays, where incoming man's only responsibility is raising baton to eye-level position where it may be taken from his hand.

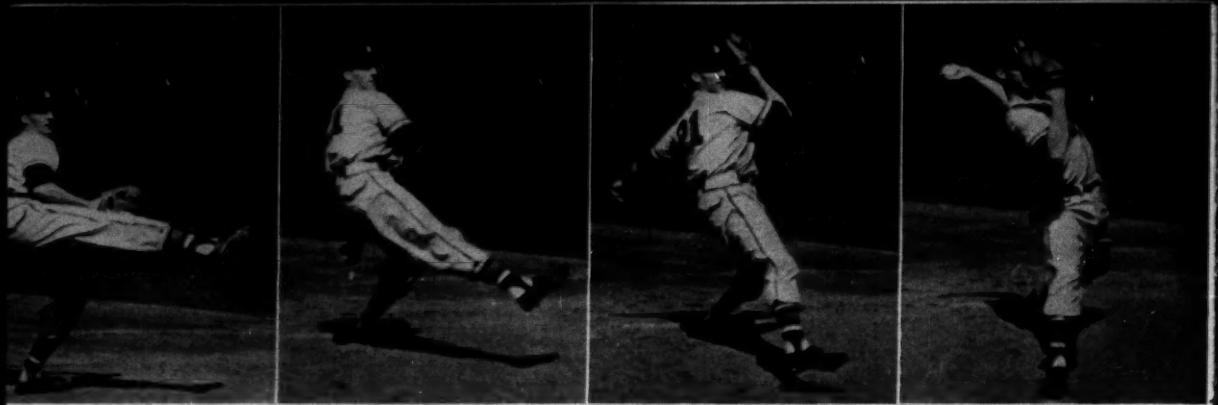


VISUAL PASS VARIATION employed a great deal with mile relays, where baton is handed off on a horizontal rather than vertical plane, below eyes.



BLIND PASS for sprint relays, where incoming runner is charged with placing baton in relief man's backwardly extended hand. Latter doesn't look back.





Practice That Makes Perfect

By JIM MALLORY, Ex-Cardinals-Giants, Coach of Elon College

PROBABLY more time is wasted during the average baseball practice than in any other sport. Remember, your team is "made" in early practice, and every minute should be utilized in teaching the many fundamentals needed to play sound, winning baseball.

One of the big handicaps, of course, is the inclement weather which accompanies early spring. However, this can prove a blessing, as practically every fundamental can be taught inside. A well-coached squad should have a working knowledge of these fundamentals before they ever go outside.

Around the middle of February, you should get your pitchers inside and work with them from three to four weeks. We usually work our pitchers and catchers two weeks before we call the rest of the squad.

This phase of our practice accomplishes several things. First, and most important, is that it conditions these key men. We insist on running, running, and more running. If your legs are in shape, then

your arm will also be in shape.

We have our pitchers run for two or three days before they ever pick up a ball. This is to get them good and sore (and done with it) before they start throwing. We have simulated pepper games, a lot of body bending, and exercises which teach follow through and coordination.

While our pitchers are running the first few days, we check our catchers' stance, giving of signals, proper catching of high and low pitches, and footwork. Footwork is taught by lobbing the ball to the catcher, and seeing how he shifts on inside and outside pitches.

As soon as our pitchers are ready, we have them start throwing approximately 10 to 15 minutes for several days, then gradually increase this to 20 to 25 minutes. After two or three days, we have them start spinning their curve ball.

This gets all their muscles in tone, and after a week or 10 days they'll be able to curve the ball as well as throw hard, with no danger to their arm.

As soon as they're in good shape and ready to bear down, we stagger our schedule. We have each pitcher report to us at 20 minute intervals. This allows us to give individual attention to each man. We work on form, hiding the ball, delivery, follow through, holding men on base, and many other things which make for the polished pitcher.

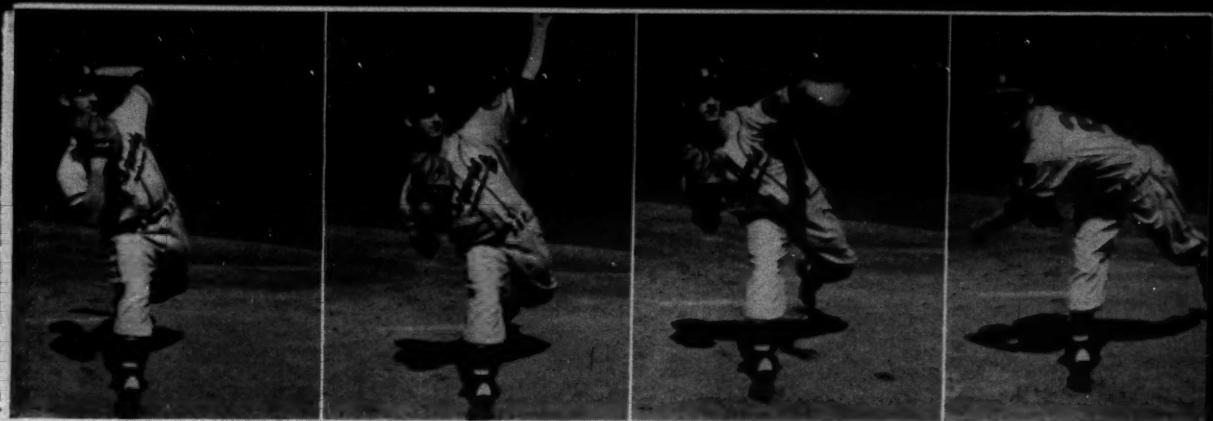
As one pitcher finishes and starts his running, the next boy, who has been warming up, steps up and you're ready to help him. I might mention here that we follow a few rules which have benefited us tremendously.

We insist that our young pitchers throw every pitch with the same delivery. If he's a natural overhanded, three-quarter, or sidearm pitcher, we insist that he throw from that position and that position only.

He will do well to develop control and form from one delivery. Certainly he cannot master two or three. The only thing he will do is probably hurt his arm.

Another thing we do is insist that





knuckle balls, fork balls, screw balls, etc., be forgotten. If our pitcher can develop control of his fast ball and curve ball, we might allow him to experiment with and develop a good change-up.

But our theory is simple on this score. Why have three or four pitches with no control of any, when, by hard work, you can master your fast ball, curve ball, or both.

As a youngster matures and develops control, he has plenty of time to add to his repertoire. I sincerely believe that the trouble with the average Class D pitcher is that he tries to master several pitches at the same time instead of mastering them one at a time.

The only exception to the rule would obviously be the boy who, because he couldn't throw hard, has developed himself by hard work into strictly a knuckle-ball pitcher.

To aid our pitchers' control, we have our catchers present a target squarely over the center of the plate at the desired height. Since nine out of ten pitches ordinarily hit from two to six inches wide of the target, a pitch thrown at the target should cut the corner. If the target is given on the corner, then the pitch will usually be a ball unless it is thrown perfectly.

How many times do you see a pitcher on a two strike-no ball count

throw a ball which is so obviously bad that no one is fooled? Wouldn't it be much better for the catcher to put his mitt squarely over the plate, a little below the batter's knees, and let your pitcher throw at it? The batter will be tempted much more by that pitch than one three feet over his head.

Another thing we do is this: We never allow the pitcher to shake off the catcher. Our reasons are sound. The catcher is closer to the batter; he's always studying the man and should know better what to throw him.

Since he's also catching every pitch, he knows immediately which pitch has the best stuff on it. The pitcher may think his curve is better than his fast one, but the catcher *knows*.

This arrangement also eliminates all second guessing. The pitcher, catcher, and coach go over strategy before the game; and if things go wrong, the coach takes the blame. Of course, you might make an exception where you have a veteran pitcher, very smart, and a green catcher. In that case, it would be wise to let the pitcher pitch his own game.

After two weeks of conditioning, the pitchers and catchers meet with the whole squad. We now institute

(Concluded on page 44)

▲ WARREN SPAHN

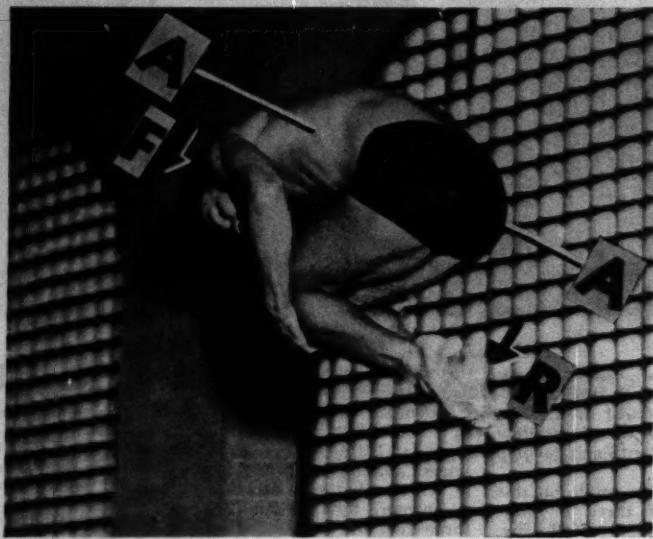
The National League's top southpaw reveals the form with which he's chalked up three straight 20-game-winning seasons. The Boston ace possesses a beautiful free-wheeling overhand motion, conspicuous for three details: (1) Note the way the pitching hand and ball is concealed in the first two pictures; (2) look at that power flowing through the body in the fourth through sixth pictures, producing almost a backward lean; (3) notice how the glove is brought up in front of the face in the fourth picture—a most disturbing element to the batter. Though Spahn doesn't come through with his back leg, his follow through is still complete—as you may tell from the fine position of the left shoulder.

▼ EWELL BLACKWELL

The famous Cincinnati "Whip" delivers the ball with a bizarre motion that's jerky-jerky from start to finish. Look at that peculiar way he brings his right arm up and his glove out in the second picture! Then note the way he pushes his left arm back and down as he delivers. The pitch, however, is delivered with a terrific sidearm sweep with tremendous elbow action and wrist snap. When Blackwell is "right", his odd jerks and twitches, combined with that terrific sidearm release, give the batter conniptions and make Blackwell almost impossible to hit.

(Photos by Ethan Allen)





1, BASIC TUCK POSITION IN FORWARD DOUBLE SOMERSAULT

By HOWARD CURTIS
Oberlin College

The Basic Dives

In MY first article last month, I classified the various dives into six basic divisions and analyzed in detail the two types of approaches (front and back) from which all of them stem.

The next logical step is an analysis of the actual mechanics of the dives. But before doing that, I would like to dwell on the three key positions of execution.

First is the "tuck" position in which the upper thighs are drawn tightly to the chest and the hands are clasped firmly around the anterior lower leg, approximately a full hand's-width below the knee-cap, with the toes pointed.

If the hands are clasped below this point, the thighs are pulled away from the chest and the compactness of the position is lost. If the hands are clasped above this spot, the ankles are pulled forward away from the center of rotation.

Since the tuck position is used only in spinning, these errors would tend to offer resistance on a forward spin, and to sacrifice form and compactness on a backward spin.

In forward spins, the head is pressed downward toward the chest as snugly as possible to increase the speed after a vigorous snap starts the motion.

In backward spins, the head may be kept in line with the trunk. The impetus is applied by rapidly and forcefully drawing the knees upward to the chest, and there tightly squeezing them. However, it's wise for the beginner to use a backward snap of the head in addition, to initiate rotation.

Because of its compactness, the tuck position has the shortest radius around the center of rotation; and, therefore, it is the position in which greatest speed of rotation may be obtained. (See picture 1.)

To check a spin in the tuck position, the legs are extended forcefully until the body is completely laid out. The head is held or brought perfectly erect, in line with the body. The hands clasp the anterior thighs, with the arms completely extended.

This prevents the elbows from projecting out at the sides, which



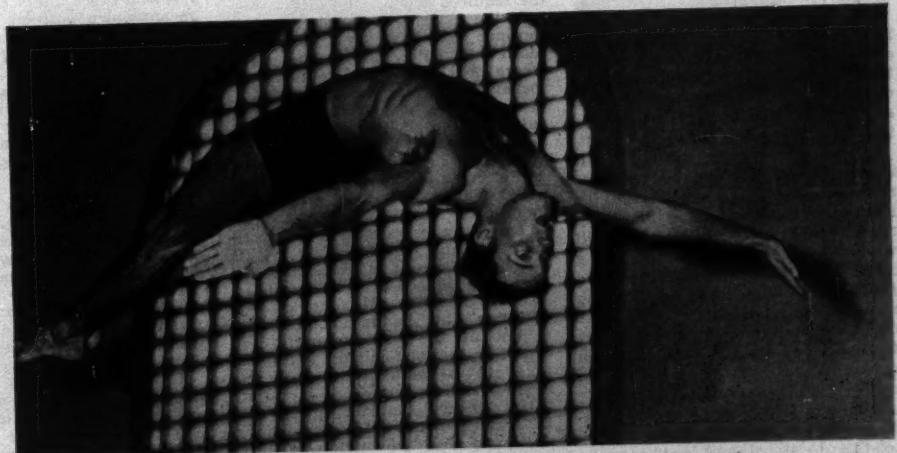
2, BASIC PIKE POSITION IN FRONT JACKKNIFE



3, OPEN PIKE POSITION IN 1½ FORWARD SOMERSAULT



4, LAYOUT IN BACKWARD SOMERSAULT



5, LAYOUT IN HALF GAINER (LAYOUT POSITION EMPLOYED IN THE BASIC DIVES)

spoils the appearance of a feet-first entry. The arms snap to an extended position above the head for head-first entries.

The "pike" position may be used in all five of the basic springboard dives, and is called a "jackknife" except in the back dive and half gainer, where it is referred to as "pike." (See picture 2.) It is also used in forward and backward spinning dives.

The hips are bent, but the knees are locked and extended. In the basic dives, the hands are touched to the toes and the head is pressed as far as possible toward the knees. In gainer or backward spinning dives, the hands are clasped behind the legs just above the knee joint.

The legs are drawn up rapidly and are pulled as tightly as possible toward the chest. The head may be kept in line or snapped back as mentioned.

In forward spinning dives, the legs are squeezed tightly but the chest is pressed toward the quadriceps muscles of the thighs and the head is pressed downward smartly. Rotation is somewhat slower here as the radius is longer. To check the rotation, the body is completely extended.

There is also an open pike position in which the arms are locked and extended straight out from the shoulders. (See picture 3.)

In diving, the body rotates around its own center of gravity while in the air. It rotates around the vertical axis in twisting dives and around the sagittal horizontal axis in somersault dives, and around both at once in the somersault or spinning dives employing twists. Shortening the radius accelerates the angular velocity; conversely, lengthening the radius decelerates it.

The "layout" position is the one in which the body is completely extended. When it is employed in the five basic dives, the arms are extended horizontally and in the same plane as the body, the flattened palms facing forward.

Spinning dives are most difficult in the layout position because the resistance arm is the longest. To illustrate: Take a piece of string three feet long and tie a small weight to one end. Hold the string in the middle with the thumb and forefinger of one hand, and swing it round and round. Note the rate of speed. Now take the string at the free end and, using the full length of radius, rotate it again. Note the difference in velocity.

In the layout position in the spinning dives, the hands may be clasped to the chest, elbows extended to either side in plane with the chest

(picture 4) or the hands may be held as in the basic dives (picture 5).

Another position for layout somersault dives is that in which the arms are extended downward, flat against the body, the palms against the anterior thighs. It is in this position that all feet-first entries are made. The fingers should clasp the anterior thighs to prevent the elbows from sticking out to either side, detracting from the beauty and smoothness of the entry.

The body, in executing a dive, acts as a lever. A lever may be defined as a rigid bar revolving about a fixed point, which is its axis or fulcrum. The fulcrum, though not fixed in the sense of a standard mechanical lever, remains the center of rotation, and in all three positions of execution the body remains a lever of the first class (see picture 1).

Once the principles of leverage are thoroughly understood, instructors will know what technical points are essential in attaining maximum efficiency in spinning and twisting dives.

Now for an analysis of the basic dives, together with some helpful hints to use with beginning groups.

FRONT DIVE LAYOUT (SWAN)

As the diver drives from the board, the head should be lifted directly upward at an angle of 25-30° from the anatomical position. This is called spotting (the eyes are fixed on a spot in line with this angle) and is very important in that it insures proper execution.

The head is the most important control factor in all dives except the twisting group, where the arms are of equal significance. The abdominal muscles are continuously in contraction, but are of more importance in the required group.

In the front dive layout, the arms continue from the press until they reach vertically above the head, where they are pushed "out of their sockets" and simultaneously abducted to a cross position, extended straight out from the shoulders. The spot is held until this point.

The legs are pressed upward, but do not come up too fast, or the dive will be long. The diver must learn to properly coordinate the head lift and leg press in order to attain maximum height.

After he comes over the top, the arms are squeezed over the head, against the ears. He should look "through" his hands at the water to line up the entry properly, and draw in the abdominals tightly to take out the arch in the body and make a smooth entry.

Unnecessary shoulder splash may be avoided by clasping the thumb of one hand with the thumb and forefinger of the other. However, this is largely an individual matter, its sig-

nificance resting upon the particular body build concerned.

First Front Dive. The most important fundamental the beginner must remember in learning this, the most fundamental dive, is that the head must continually be pulled down with the chin on the chest. Secondly, the arms must be locked and extended and squeezed over the ears to open a hole for the head in the water and protect against a shallow bottom.

The beginner tends to raise his head as soon as he begins to fall toward the water. This will cause a "belly smacker." It is helpful to push the legs up so they more easily reach vertical before entry. A safe progression for teaching the front dive from the side of the pool is (1) sitting, (2) kneeling, (3) standing, almost crouched.

The instructor may hold the diver by the hips (from the rear) and let him stretch his hands toward the water, then release him so that he may slip in. The diver should pull his head down and press his legs up so that he enters as nearly vertical as possible.

FRONT JACKKNIFE

The arms reach straight above the head as in executing a front jump, and the legs stay directly below the trunk. The eyes may look down 45° at the water, but the head should stay in line.

As soon as the arms reach their vertical position, they press down to touch the toes while the head presses toward the knees. The arms recover very fast from the touch and stretch hard for the water.

The beginner tends to press the legs up as he stretches, invariably causing them to go over and thus producing a dive that is long. The legs merely "follow" as the arms stretch for the water.

As a further precaution against going long, the diver should stretch a few degrees short of the straight up-and-down position he desires for his entry. The beginner should "feel" that he's going to fall short in this dive.

The very fast arm recovery following the touch is essential. If not employed, the diver may get "caught" in the dive, seeming to hang in the air, and thus falling short.

BACK DIVE (LAYOUT)

The arms reach vertically above the head and stretch outward to the cross position. (See Swan Dive Layout.) As the arms reach vertically, the head looks up so that the eyes see between the flattened palms (which face each other shoulder width apart) before the arms are abducted to the cross.

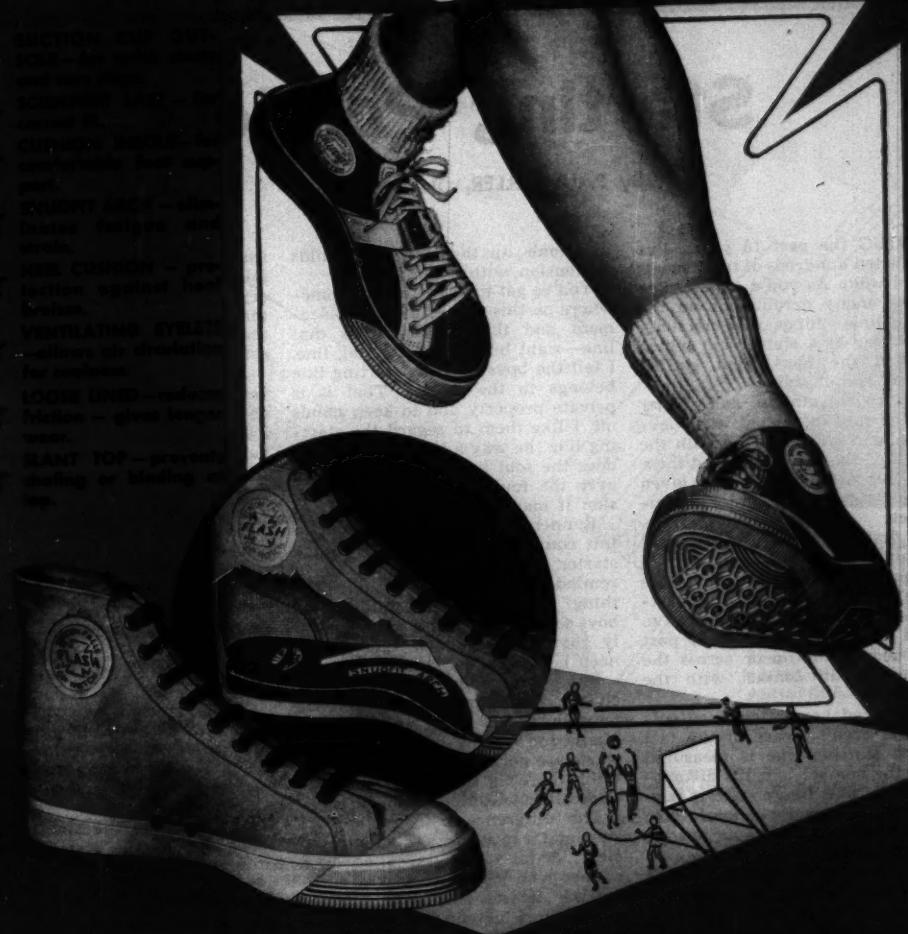
The head begins to pull back as the arms lock in the cross position, and the eyes look for the water. The entry is the same as in the front dive with the abdominals pulled in tightly to take out the arch.

(Concluded on page 42)

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Starting Pointers

By PAUL KELLER, Ohio Track Starter

DURING the past 18 years, I've started hundreds of track meets in Ohio. As you'd expect, I've observed many derelictions on the starting line—things that not only annoyed me as a starter but which prevented the boys from getting the best type of start.

Since coach, athlete, and starter are all deeply interested in achieving the most efficient start with the least delay, I'd like to point out these errors and nuisances. They're given here in no particular order of importance.

The first point may seem trivial and unimportant, but to the starter it's a pain in the neck. I refer to the athlete's hand position at the starting line. No trackster should need to be told that it's illegal for any part of his body to be on or across the starting line in contact with the track.

I'm amazed how often even college boys aren't aware of the fact that the starting line is measured within the course; and it's disturbing to learn how many starters permit athletics "on their marks" to have a hand or knee on or beyond the starting line.

Sometimes these boys, who don't realize that touching on or beyond the starting line is illegal, get their blocks set before I arrive on the scene. It then becomes necessary to set the blocks all over again, which nobody likes to do. Needless to say,

this holds up the start and builds up tension within the athletes.

You've got to draw the line somewhere on this matter of hand placement and this writer draws that line—right behind the starting line. I tell the boys that the starting line belongs to the starter. That it is private property and to keep hands off. I like them to regard the starting line the way a basketball player does the foul line. To touch or step over the foul line cancels the foul shot if made.

Runners are quick to respond to this comparison, but I insist that a starter should never be forced to remind the boys of such a simple thing. Coaches should tutor their boys so thoroughly and so intensively that corrections of this nature need not be made.

Many boys, collegiate runners included, don't know the difference between a false start and a recall. Many don't know how many false starts are permitted. Others seem to think there's a limit to the number of recalls one can be responsible for.

The difference between a false start and a recall is both simple and clear. A false start is called on a runner who leaves his marks without the starter firing his gun. If the starter fires his gun but notices one or more athletes "rolling," he'll fire a second time, "recalling" them for another attempt.

It's just that simple. If the gun

isn't fired and there's a break, a false start has been committed. Every time a starter fires his gun more than once, we have a "recall" situation. No runner can be charged with a false start in this case.

As far as the rules are concerned, you could recall all day. But a boy gets just one false start. If he takes a second, the starter has no recourse but to drop him from the race.

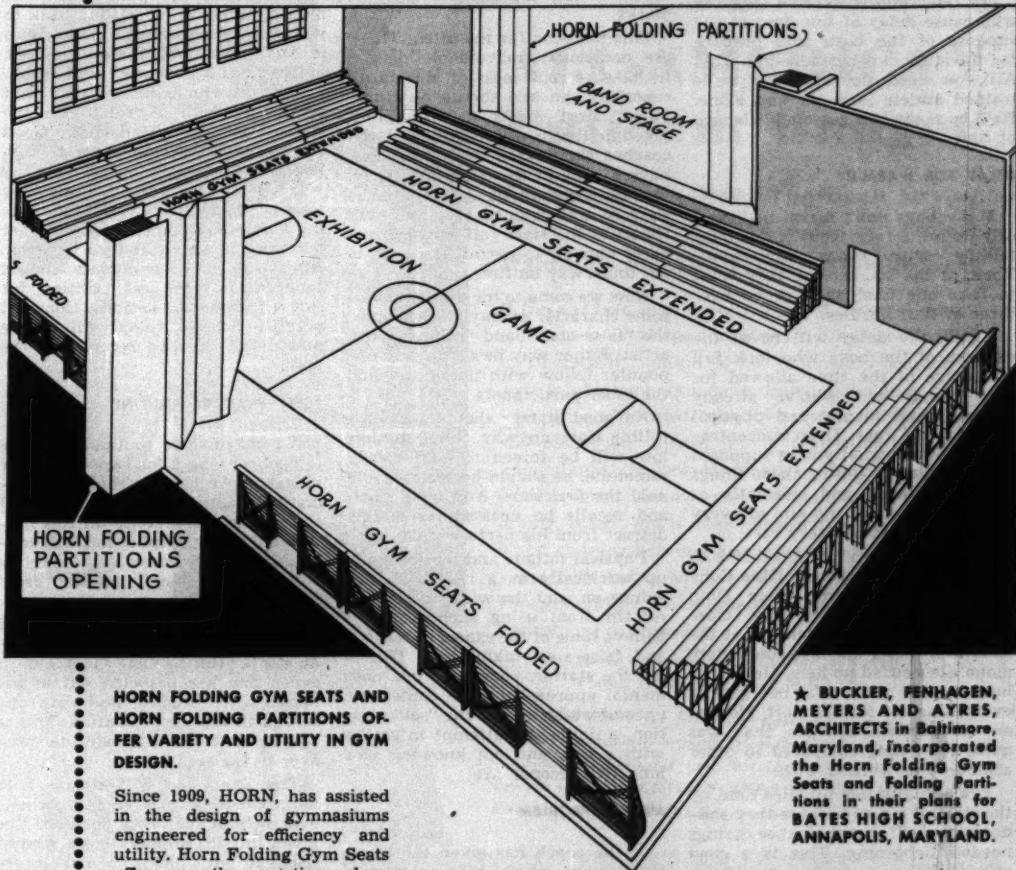
The matter of when a runner can cut to the pole after a start, when races aren't run in lanes, seems to bother many contestants. The rule book clearly states that you must be one running stride, approximately seven feet, ahead of all runners you're passing in front of. The deciding factor is whether or not you force the runners to shorten or chop their strides to avoid being bumped or spiked.

A bit confusing to some, perhaps, is the fact that one place in the rule book refers to two strides instead of one. In this instance, the reference is to two normal walking, not running, strides.

Socializing at the start is sometimes one of the starter's biggest problems. Socializing is a wonderful advantage that track enjoys over most sports. However, this should be done before and after the race, not at the start. Block setting, taking care of loose shoestrings, and, in unusually warm weather, removing sweat clothes are the items that

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should be taken care of immediately upon reporting at the start.

One of the reasons most meets draw poorly is the large number of delays that occur during their running. A strict time schedule should be adhered to, and it's the duty of the starter to see that every race gets underway on time, if at all possible. This cannot be done without the cooperation of the athletes at the start. I keep talking to the boys, guiding them, helping them, and keeping them busy.

I'm referring here to the laggards who cause delay at the start at the expense of the boys who prepare for the start in a business-like way. All you need do with the well-trained athlete is to let him alone. He'll be ready in a reasonable length of time.

DELAY FOR WARM-UP

Many boys don't warm up properly before a race. They're too busy talking with other contestants. Then, at the last second, they want to take one final start or go over three or four hurdles.

Again, the delay will be at the expense of the boys who took full advantage of the time allowed for such things and who've already reached their mental and physical peak for the race. Deep concentration, knowing what you're supposed to do, and then getting those things done as quickly and efficiently as possible should be the aim of every boy at the start of every race.

To illustrate my point, I'd like to refer to Bobby Gardner, Ohio Conference sprint champ from Ohio Wesleyan. We were very close friends. We chatted often but at the start of a race I left him completely alone. He needed no help. He was as busy as that proverbial bee getting everything set for his start. He had an all-business attitude that was quite refreshing compared to other athletes I've worked with.

I've actually had athletes hold up the start of a race because they suddenly thought that their shoe-strings needed tightening. This is a good way for a boy to make himself unpopular, for highly strung, keyed-up runners don't relish the idea of unnecessary delays at the start of an important race.

Another problem that faces the starter has to do with last-second warmups. Athletes should have all but a final "tapering-off" warmup completed upon reporting to the starter. When this is done, block-setting and other preparations can draw the athletes' major attention just prior to the race.

If a big relay or a district meet is being run off where there are divisions among the schools, such as "A" and "B" groups, I inform the "A" athletes to warm up right along with the "B's." This saves considerable time and enables the starter to keep right on the time schedule.

Then there's always that fellow who reports late at the start. There's nothing more provoking, when all of the runners are set physically and emotionally, than to have some tardy athlete report just as you are about to call the athletes to their marks.

This happens far too often. There are occasional unavoidable delays, to be sure, but most of this tardy reporting can and should be eliminated. Most meets have a time-schedule that is rigidly followed. All coaches should see that their boys have a copy of this schedule. Then, too, they should have their tracksters so well trained that they will report at the start (all warmed up) early enough to permit the race to get underway on time.

Now we come to the most troublesome character on any track team—the "false-start" and "rolling-start" artist. Either way he's a mighty unpopular fellow with the starter and the other participants.

No good starter should permit a rolling start, anyway. Since the fellow will be forced to hold steady sometime, he should be sensible and hold the first time. Any false starts and recalls he necessitates merely detract from his performance.

Physical fatigue and tension build up terribly as a result of such goings-on, and the wise runner will refrain from using such tactics. I believe some of the causes of rolling and false-start-taking are: Guessing the starter, poor coaching, poor mental approach by the contestant, uncomfortableness in the "set" position, a deliberate attempt to get by with a roll, and not knowing how long two seconds are.

MENTAL PROBLEM

If the coach has given the boy a position in which he's completely comfortable when "set," any false starts he makes are 99.99% mental. I have in mind a certain college freshman. The boy simply wouldn't hold. Finally I remonstrated with the young man and then asked him if his coach had given him a comfortable position at the start, including the "set" position. He gave an affirmative answer.

I then explained that under those conditions there was absolutely no reason why he couldn't hold the re-

quired two seconds along with the rest of the boys. He agreed. Believe it or not, I never had further trouble with this sprinter and he continued to come up with his customary fine starts.

It is poor business to try to guess the starter. It's almost impossible to know exactly when he'll fire his gun. If you guess too late, you're caught on your blocks when the pistol is fired. If you guess too early, you might make a false start or probably be over-balanced, thereby eliminating your drive from the blocks; or you'll be settling back to your normal position just as the gun is fired. In all of these instances, nothing but a poor start will result.

Athletes who deliberately attempt to get by with a "roll" give the starter lots of headaches. Good starters won't permit them to roll. Poor starters might on occasion.

If the athlete doesn't know how long two seconds are (and it's amazing how many don't), he should get out the stopwatch and go to work. His coach or a teammate should time him in the set position for the required two seconds. Constant practice on this thing will enable him to hit the two seconds on the nose.

"SET" PRACTICE ROUTINE

A good practice routine would be to "get set," hold for two seconds or longer, move back to the "on-your-marks" position, then repeat several times. Regular practice on this maneuver is very helpful and will contribute toward developing a precise "two-second sense" in the "set" position.

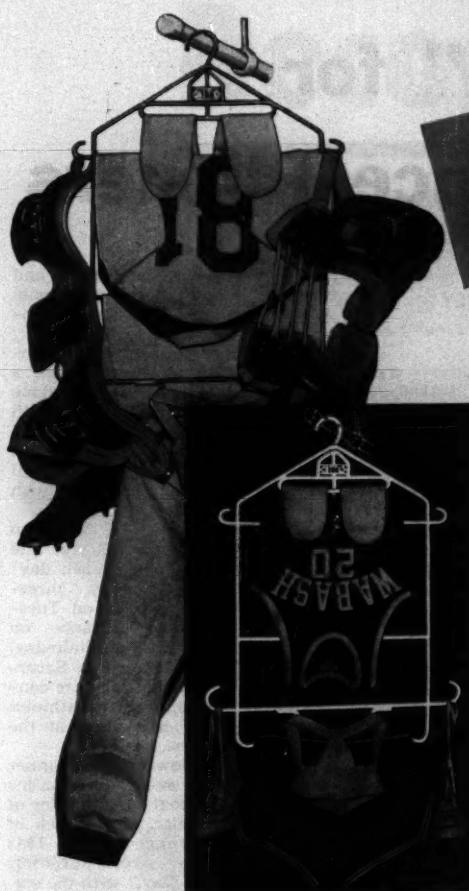
Of the hundreds of sprinters and hurdlers I've watched take warm-up starts prior to their races, almost every one has barreled out of his marks after holding less than one second in the "set" position. This is a bad practice, as it's bound to carry over to the actual start.

The smart lad will always hold approximately two seconds whenever he's in the "set" position. I've given this tip to many boys, who've tried it out, liked it, and incorporated it into their bag of warm-up tricks.

Naturally, when the athlete knows that the starter shoots a quick gun, he must be ready to move out sooner than usual. When he doesn't know his starter, he must be alert and ready for anything. But even then he shouldn't try to guess him. Instead, he should get set rather fast and be ready mentally at all times.

The smart athlete will learn be-

(Concluded on page 32)



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"Fartlek" for American Distance Runners

WHEN Gunder Haag and Arne Anderson were electrifying the world with their series of duels which culminated in Haag's world records for one and two miles (4:01.4 and 8:42.8), American coaches began trying to account for Sweden's amazing success in distance running. The awesome parade of Swedish distance talent at the 1948 Olympics further piqued their curiosity.

As track devotees know, the answer that finally emerged was "fartlek"—the Swedish system of training. Meaning "speed play" in English, this system is destined to play an increasingly prominent role in American training methods.

Several coaches have already begun to employ this system with gratifying results. And top American athletes like Fred Wilt and Curtis Stone have picked up "fartlek" on their European tours and are now running better than ever.

When Americans began studying the Swedish method of training, they doubted its suitability for our runners. They felt that our boys weren't mature enough to stand the kind of work it apparently called for.

They argued that "fartlek" was all right for the Swedes, most of whom didn't start serious running until 25 or older. But what about the typical American whose competitive peak came between the ages of 18 and 23? Would he be mature enough to tolerate the rigors of a training system which seemed so stringent?

The word "seemed" is purposely stressed here, for it now appears that "fartlek" gives the impression of being more rigorous than it actually is. Fred Wilt himself stresses the fact that it is not a strenuous training program; and that if it is made strenuous, it defeats its very purpose.

It is, indeed, our firm belief that "fartlek" may even be successfully adapted by high school coaches. Though we're still in the experimental stage at Pelham, we feel that a modified "fartlek" can produce outstanding results with scholastic

By DICK LACEY

Track Coach, Pelham (N. Y.) High School

runners over a comparatively short period of time. Early in 1949, we began incorporating "fartlek" into the workouts of our milers and half-milers, and the results have been eye-opening.

Before giving some statistics, it must be explained that Pelham is a small school with an enrollment of approximately 200 boys. The material remains pretty constant from year to year, with a squad of about 50 working throughout the season.

In the 25 years of track at Pelham up to 1949, the school record for the mile stood at 4:47.2, and that for the half at 2:06—both rather mediocre marks. The distance runners who came to us during '49, '50 and '51 were definitely no better, potentially, than scores of others who had represented us up to that period.

Yet here's what happened: Beginning with the 1949 season and including last spring, we've had one boy under 4:35 in the mile, two under 4:42, and three others under 4:47! In other words, in three years, six different runners were able to run the mile faster than anyone at Pelham had been able to run in the preceding 25 seasons!

In the 880, over the last three campaigns, we've had one boy under 2:00, three others under 2:03, and two more under 2:06. Incidentally, only one of these men is included among the milers mentioned above.

It can be seen, then, that the past three years have also produced six half-milers who've beaten a time which only one man had been able to attain in the preceding 25 years.

And we'd like to emphasize again that there were plenty of athletes on the earlier squads who were potentially as good as those of 1949-51.

This record is not, of course, conclusive proof of the efficacy of "fartlek." But it would seem to have tremendous implications.

Before delving into the type of "fartlek" which may be employed in high school, it might be well to

review just what "fartlek" is and how it differs from the traditional American method of distance training.

In the first place, "fartlek" involves scarcely any running on a track. Practically all training is done on the cross-country course, with very little pace work called for. The typical American distance runner, on the other hand, does nearly all his training on a track with much emphasis on pace work.

Secondly, in brief, the American system of workouts calls for the running of set distances each day: Overdistance on Monday, three-eighths distance (speed) on Tuesday, three-quarters distance on Wednesday, pace work on Thursday, rest on Friday, and race on Saturday. Most of these sessions are conducted in groups, with the athletes running against each other at the specified distances.

In "fartlek," however, the runner is allowed much more leeway in his choice of a workout. As a matter of fact, Gosta Holmer, chief coach of the Swedish Olympic team in 1948 and father of the system, purposely named it "speed play," with the emphasis on the word "play."

The "fartlek" athlete trains from one to two hours a day (more if he feels like it), going into the woods and fields and alternately jogging, striding, sprinting, and walking, never running so long at one time that he becomes exhausted, nor walking so long that he feels completely rested.

The keynote of "fartlek" is that the runner must feel better after training than he did before. If he does not, then the day's running has been a failure. It aims to build up the body, not tear it down. Another thing—the athlete runs alone, for he must try out his own pace and speed, not race somebody else.

A typical "fartlek" training session for a mature runner would approximate that used by Fred Wilt in conditioning himself to run the mile under 4:10 and the two mile under 9:00. Wilt's "speed play" goes something like this:

1. Alternately walk and run easi-

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ly for 15 minutes, at a speed only slightly faster than jogging.

2. Run 20 minutes continuously, sprinting about three or four times for 75 yards en route, averaging between 5½ and 6½ minutes per mile.

3. Rest 10 minutes by walking.

4. Sprint 220 yards uphill at three-quarters maximum speed.

5. Walk and jog 10 minutes.

6. Run a quarter mile at about three-quarters speed.

7. Rest two to three minutes by walking.

8. Stride 100 yards; sprint 75 yards—repeat again.

9. Rest two to three minutes by walking.

10. Repeat (8) one to three times.

11. Repeat (8) often enough so that the sprints in (2) added to those in (8) total from 4 to 10 sprints for the session.

12. Alternately walk and run easily back home from the woods.

Of course, the runner doesn't rigidly adhere to this exact time schedule. He glances at his watch occasionally, after planning about how long he wishes to be out.

Incidentally, Wilt says that he thoroughly enjoys running like this, but dreads a workout on a track! Remember, after finishing the athlete must not feel tired but rather stimulated.

In writing of the benefits of "fartlek," Holmer says, "The runner gets to learn his ability. He doesn't tie himself up on a certain task (such as a run of two miles on the track or three separate 220 yard sprints), but he is forced to explore. It fixes the training according to the boy's own individuality. It produces speed and endurance."

This last sentence is worth special consideration. The American system draws a definite line between speed and endurance workouts. The runner does speed work one day, endurance work another. The Swedish method seems completely logical in that the athlete gets both speed and endurance at the same time.

After all, as Holmer argues, it is the speed a boy can make while sprinting during a race that really counts. A miler might do 10 seconds flat for the 100, but if he can't sprint at the finish of a race, he can't realize any benefit from his speed.

Furthermore, the Swedes feel—and many Americans are beginning to agree with them—that training on the comparatively soft surface encountered in the fields and woods is a far better leg conditioner than running on a hard track. So much do the Scandinavians believe in this that they not only run their distance men all winter long in the snow, but provide sawdust tracks on their

athletic fields so that their men may have a soft surface on which to train.

Of course, "fartlek" presents certain problems in America not encountered in Sweden. Here, the college and high school coach are working with students who have to spend a great deal of time in class and at study. Sweden's distance men are *not* students. They're all club runners who can take as much time as they like for training. And one thing "fartlek" needs is plenty of time.

The average American coach must also do pretty much of a rush job with his athletes, getting them ready in a few months for a mere handful of meets. The Swede, on the other hand, trains all year round, and may run in as many as 40 or 50 races in a year. Obviously, he doesn't need much pace work when he's racing every week.

THIS is the third of a series of articles by Dick Lacey, coach of the great Pelham (N. Y.) H. S. track teams, during the past six months. In November, he wrote a gem on winter track, and last month he contributed a thoughtful treatise on the development of good high school runners. Over the past 17 years, his team has chalked up 8 unbeaten seasons, including a skein of 33 straight wins, and have captured any number of sectional and national meet titles.

One American coach who's had an unusual opportunity to study "fartlek" in comparison with our method is Carleton E. Crowell, Army's track mentor. Before assuming his present position last year, Crowell was coach at the U. of Tennessee, where one of his runners was Alf Holmberg, an exchange student who's one of Sweden's top millers.

At first, Crowell was slightly skeptical of Holmberg's methods of training, but he finally became a convert; and soon found that many of his boys took readily to "fartlek," enjoyed it, and benefited from it.

Holmberg almost completely eschewed training on a track. Crowell says that the Swede did a tremendous amount of walking in addition to his running, often going off on a 10-mile hike over the hills. Few American distance men indulge in this type of activity.

Crowell also noticed several other refinements of "fartlek" as practiced by Holmberg. At frequent intervals

during his "speed play," Alf would pick up his pace sharply with a high knee action. The Swede explained that this simulated the activity of passing or holding off an opponent during a race.

He would also intersperse his regular striding and jogging with a turn of running in which he would bring his foot quickly up behind as if trying to kick himself in the back of the thigh. He did this to strengthen his thigh muscles over the knee.

The Army coach is now an advocate of "fartlek." His present star, Dick Shea, I.C.4-A. cross-country and two-mile champion and one of the greatest distance runners in recent collegiate history, trains on the cross-country course twice a week during track season.

Now, what of "fartlek" for the high school runner? As previously asserted, we've tried it out at Pelham and have found that it can readily be adapted to the schoolboy level with outstanding results.

A word of caution must be injected here, however. "Fartlek" is not a magic formula which will make a star out of everyone who tries it. But we do feel that it can make a potential champion out of a good runner; and can improve a mediocre one immeasurably.

In introducing "fartlek," the schoolboy coach must take two big limitations into account. One is the lack of time available to a boy each day. The other is the lack of maturity in his runners.

As to time, we feel that 45 minutes to an hour is plenty for the average high school athlete. As to maturity, the program can be adapted to meet his particular needs.

From our experiments, we feel that "fartlek" shouldn't be tried on anybody under the eleventh and twelfth grades. It is too difficult to be grasped by the very young runners. They're not ready for it until they've had a season or two of conventional training and learned the fundamentals.

Your more experienced boy will take to it, however, and like it. First, he must be taught the theory behind "fartlek": that it aims to build up the body, not tear it down; that he must feel better after a session than before; and that he must adjust his pace in the striding, jogging, sprinting, walking so that he'll never run to the point of great fatigue, nor walk until completely recuperated.

Second, he must receive instruction in just how these theories are implemented. Before he goes off into the woods by himself, he must put in many periods on the track under the watchful eye of the coach, who

(Concluded on page 38)

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1952 Football Rules Changes

COLLEGE

Submitted by E. E. WIEMAN
SECRETARY, NCAA FOOTBALL RULES COMMITTEE

- 1-3-1: A ball made of materials other than leather may be used by mutual agreement of the contesting teams. (This legalizes the rubber-covered ball.)
- 2-3-1: Clipping redefined—"Clipping is blocking an opponent, other than the runner, from behind."
- 2-5-1: Down and between downs redefined—"A down is a unit of the game which starts with a snap or free kick and ends when the ball next becomes dead. Between downs is any period when the ball is dead."
- 3-1-3: Coin-toss ceremony set at three minutes before scheduled starting time.
- 3-3-2: The referee shall declare a time-out and charge himself when, following *any* kick, Team A is awarded a first down.
- 3-2-4-b: Until the allowable free time-outs are exhausted, Referee shall declare a time-out and charge the responsible team whenever a substitute enters the field while the game clock is running.
- 6-5-2: A fair-catcher is allowed two steps in which to regain balance.
- 6-5-3: Invalid fair-catch signal penalized 15 yards.
- 7-1-3-c: The ball may not be inclined more than 45° prior to the snap.
- 7-1-4: The one-second stop following a shift is emphasized by using the expression *full* second and by increasing the penalty to 15 yards.
- 7-3-4: Penalty for illegally touching a forward pass by an eligible receiver who goes out-of-bounds is reduced to loss of down.
- 9-1-1: Mandatory suspension for striking with the forearm, elbow, or locked hands.
- 9-1-2,3,4 and 9-2-1-h: Mandatory suspension for flagrantly rough play or unsportsmanlike conduct.
- 9-2-1-d: Piling on redefined—"There shall be no piling on, or throwing the body on an opponent after the ball becomes dead."
- 9-3-5: Penalty for defensive holding increased to 15 yards.
- 10-3-IX: Penalty for foul against Passer measured from previous spot.

Page 42: Use of whistle by Field Judge prescribed.

Note 1: Rule 3 Sec. 2-5; Rule 5 Sec. 1-2; Rule 7 Sec. 2-3; and Rule 10 Sec. 1 have been reorganized and partly rewritten but no basic change is intended.

Note 2: Besides strengthening the rules governing unnecessary roughness and the shift, the Rules Committee appeals to all coaches, players, and officials to conform fully to the spirit as well as the letter of the rules.

HIGH SCHOOL

Submitted by H. V. PORTER
SECRETARY, NATIONAL FEDERATION

Page 4: Since use of the box for coaches and substitutes has met with almost universal favor, provision will be made for a 5-yard penalty for a coach or substitute being illegally outside such box. Acknowledgment will also be made of the necessity on certain fields for having two boxes on the same side of the field, i.e., between the 50-yardline and each 20-yardline.

1-3-1: Sanctioned rubber-covered footballs will be recognized for use by mutual consent or by conference adoption.

1-3-2: The choice of color for a night-game ball will be the same as last year except that the placement of the 1-inch stripe will be determined by the distance from the end rather than from the lace. Some tolerance in placement will be permissible. A note will indicate that, beginning with the 1953 season, the use of white or other light-colored balls will be discouraged by specifying that they may be used by mutual consent only. Also, the tan-colored ball with a 1-inch white stripe at each end will become permissible for day as well as night games.

2-13-1: The short free-kick definition will be reworded for clarity, probably as follows—"A short free-kick is one which, before being touched by R and before touching something on or beyond R's free-kick line, is touched by K or is declared dead inbounds." The P.R. under 6-1-4 will be expanded to make it clear that if the penalty is declined, ball belongs to K if K-1 is in possession when the ball becomes dead.

3-1-1: The note will provide 8-minute quarters for junior high school games.

3-2-3: A new wording will emphasize that this article covers fouls by the Offense only.

3-7: A new article will prevent a player from entering and withdrawing, or withdrawing and entering, during the same dead ball. Penalty will be the same as for Art. 1. The P.R. after the penalty will be revised accordingly.

4-2-1: The P. R. will be revised to correct an inadvertent holdover statement about three substitutes entering.

4-3-3: Will be rewritten to include "the situation of a replayed try-for-point. For such a situation, play is not resumed at the inbounds spot since the team may place the ball anywhere on the proper line between the inbounds lines. Corresponding change will be made in 8-3-4.

6-1-6: Will be expanded to make it clear that if a
(Concluded on page 52)

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What About Those Japanese Swimmers?

By Lt. Cmdr. JACK SEGURSON

Swimming Coach,
Barber's Point Naval Air Station

WHEN Japan lifted the Olympic swimming crown in 1932, the American aquatic world was stunned. Incredulous experts, unwilling to concede supremacy, offered many reasons for the Japanese success. Most of these were counterfeit, and it wasn't until the Japanese repeated their triumph in the 1936 Games, that universal recognition and respect went out to them.

The war then came along and international athletics were put aside. Monumental event followed monumental event and the Japanese swimmers were practically forgotten. When the Olympics were resumed in 1948, Japan was still in the process of being pacified and hence weren't permitted to compete. The United States, with its only real rival *hors de combat*, paddled off with the swimming championship.

The aquatic world wondered: Had the Americans really regained the swimming supremacy they had relinquished in 1932? The answer was not long coming. A meet between Japan and the U.S. was arranged during the summer of 1949 at Los Angeles.

It turned out to be a rout. The six swimmers representing the island nation drubbed our team, while adding another name to the swimming hall of fame, Hironoshin Furuhashi. In that meet, Furuhashi set world records at 400, 800, and 1500 meters. His 1500-meter time of 18:19 still stands.

Japan's supremacy lasted just one



A typical scene at the Nihon University Pool, where the crack Japanese swimmers are trained. The grinning youth toweling himself is none other than the great Furuhashi.

year, when an American team under Bob Kiphuth trimmed the Japanese at Tokyo by a score of 46 to 17. By this time, however, the world realized that the Japanese deserved the victories they had won, and that if they had any secret it lay in sound methods of conditioning and training.

Coaches and swimmers wanted to learn about these methods. I was among those who wanted to see how the Japanese did it in their own backyard. As fate would have it, the Navy, in March 1951, ordered me back to active duty as a transport pilot operating between Honolulu and Tokyo.

The following May found me in the Japanese capital. The first thing I did was seek the location of the swimmers. I was directed to the Nihon University Pool, and I set out immediately. Upon arriving in the area, I ran into hundreds of children. They rimmed the pool, gazing admiringly at the 40 or 50 swimmers in the water or near the edges. This was it!

I asked permission to watch the swimmers and was promptly welcomed as a royal guest. A photographer even asked me to pose with the great Furuhashi! This was the first of several visits to study these great athletes, and here is what I learned.

Cold weather forces the swimmers from their outdoor pool around

the end of October. From then until spring, their principal activity consists of morning workouts in which they spend about 20 minutes at formal calisthenics and a half hour at roadwork. One week of each month during the winter, the team goes to Nagano in southern Japan to swim in the hot springs.

In April they hit the water at their pool and commence their regular training season, which continues through August when the big meets are held. From then until the cold weather, they're expected to swim but may do whatever they wish.

THE WORKOUT PERIOD

Workouts start about three in the afternoon when classes let out. Before entering the water, the swimmers go through a series of mass calisthenics. These exercises are done formally in standing position with a leader counting.

They're apparently aimed at the following objectives: Shoulder freedom, extension of the thigh and leg, and the strengthening of the muscles which surround the hips. They have no apparatus, such as pulleys, for their training.

After the warmup exercises, they have time trials. These are held each day throughout the training season. They start with the 1500 meters and go through the various distances until the sprints are completed. The

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distance men usually swim additional trials in the sprints.

Back strokers and breast strokers swim together and are timed at both the 200 and 100 meters. Everybody's times are recorded for each length.

Laps are swum after the time trials, the distances ranging from 200 to 1000 meters. Furuhashi swims much of the time without using his kick. While doing this he rolls his body considerably and lifts his head on both sides to breathe. He often swims about 1000 meters immediately upon the completion of his 1500-meter time trial.

Kicking follows and is done as a group. The swimmers are crowded across the end of the pool and all go together. Ordinarily they kick for 200 meters, but when the training is intensive the distance is increased to 400 meters.

After kicking comes practice on such things as turns, dives, and form. Practice is an extremely pleasant time, with joking and horseplay evident throughout.

For example, they often adopt ridiculous strokes, lift lane markers over swimmers to give the impression of swimming in the wrong lane, and throw kickboards far down the pool to shorten the distance to be covered by kicking. Some of them take time to practice fancy diving.

This is in complete contrast to the Japanese-American coaches in Honolulu, Sakamoto, and Sagawa, who've developed Dick Cleveland and Ford Konno among others. The Honolulu coaches permit no play, work their swimmers much harder, permit no boy-girl friendships, and in general are far more serious about training sessions.

During the workout period, Coach Murakami usually sits quietly at the edge of the pool. Student managers conduct the calisthenics, the time trials, and the other drills. Occasionally he'll work with the form of some swimmer.

Regularly, during their workouts, the swimmers will submerge themselves in a wooden bath tub filled with hot water. They do this to keep warm.

SWIMMING FORM

The Japanese are supposed to swim with a short stroke. But Murakami states that he coaches his swimmers to reach all the way ahead. They do, however, enter while continuing to reach forward, and most of them glide momentarily with the hand submerged before commencing the stroke.

The early submersion combined with their short arms may cause the stroke to appear short. Some of the

Few swimming experts have had the opportunity to study the famed Japanese swimmers the way Lt. Cmdr. Jack Segurson has had during the past year. Being a pilot in Air Transport Squadron 21, operating between Honolulu and Tokyo, he's always popping in and out of the Japanese capital; and every time he gets there, he practically moves in with the swimmers. He's now accepted as a personal friend and even corresponds with some of them the year around. Besides being an active pilot, Segurson is the Squadron athletic officer and is also swimming coach of the Naval Air Station at Barber's Point. He holds two degrees, an M.A. from Stanford U. and an A.B. from San Francisco St. College.

sprinters do not glide, but commence the stroke with the entry. Hamaguchi is an example of this style.

Much has been written about the form of Furuhashi and it's safe to say that it is different. His kick has been analyzed as a four-beat with emphasis on the right leg. His head is carried low so that water breaks over the top. In recovery, his left arm is nearly straight at the elbow, while the right elbow, in recovery, has the usual amount of bend.

Breathing is done fast and smoothly as the head turns to suck in air under the left arm while it is in the act of recovery.

The back strokers use a high recovery and enter the water on a line directly ahead of the shoulder. They have considerable limberness in the shoulders.

In the butterfly, the body positions are approximately the same, with most men breathing on every stroke with the head held forward. Hirayama breathes on alternate strokes, while Hagihara is the only prominent breast stoker who rotates his head to breathe.

They all employ the familiar distance turn used by American swimmers. Into the turn, however, they glide with the body on its side and the head out of the water. This provides an additional breath.

In diving, they go out a good distance, enter the water cleanly, and submerge deeply. The American swimmers who visited Tokyo in 1950 felt that the Japanese lost several feet on each dive, and now some of the sprinters are tending to use a shallower dive.

The Nihon University athlete arises from his bed of rice matting (Continued on page 53)

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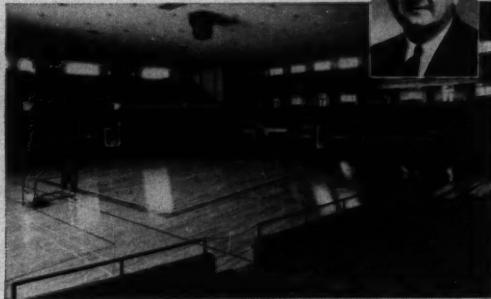
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HUNTINGTON

By MICKEY McCONNELL

An Infield Drill Pattern

THE 10 to 15 minute concentrated infield drill has become an integral part of every workout and pre-game warmup. It affords the quickest, most stimulating, and most efficacious means of drilling the infield, and every coach on every level of play should acquaint himself with its mechanics and employ it daily.

The main thing to remember in organizing an infield drill is to make it conform to actual game conditions. For this reason, I would suggest that the catcher wear his mask, chest protector, and leg guards. Since he must field and throw with them on during the game, he might as well get accustomed to them right at the outset. After a month or so, however, he might discard some of his equipment, particularly on very hot days when the workout precedes a game.

Before starting the drill, have the players toss the ball around informally for a few minutes. Make them throw loosely and easily to assure the proper warmup. Youngsters want to start throwing hard the moment they get their hands on the ball, and unless you see that they're properly warmed up they'll be ruining their arms.

When they're nice and loose, you may start the actual drill. The first round is conducted with the players in normal position. The ball is rapped smartly to them on a few hops and the play is made to first base.

The ball is first hit to the third baseman, who throws to the first baseman. The latter fires to the catcher, who whips it back to the third baseman, who then returns it to the catcher.

Next, the ball is hit to the shortstop, who throws to first. The ball is then relayed from first baseman to catcher, to shortstop (covering second), and back to catcher.

The next grounder is sent to the second baseman, who throws to first, and the ball then goes from first baseman to catcher, to second baseman (covering second), back to catcher.

On all throws from the catcher,

the shortstop backs up the second baseman and the second baseman backs up the shortstop, depending upon who's covering the bag. Make sure that the backer-up sets up at least 20 feet back of the base, and that the catcher makes all his throws from in back of the plate, inasmuch as he'll be required to do so in games.

The next ball is hit to the first baseman, who throws to the shortstop covering second. The shortstop throws back to the first baseman, who touches the bag and then throws to the catcher.

The ball is next tapped in front of the plate, where the catcher fields it with both hands and throws to first base. This throw should be made to the second base side of the bag with the first baseman stretching into fair territory to make the catch. This is necessary to avoid any possibility of hitting the runner with the throw. The first baseman then throws to the shortstop covering second, and the ball then goes to third base and in to the catcher.

Except for the first baseman, the players who handle the ball should make a swift tagging motion at the bag before throwing the ball. The principal concern of the first baseman is "footing" the bag. The throw to second is his most important play, and the coach should make sure that he does it right.

If the first baseman throws right handed, have him pivot on the ball of his right foot and step with his left foot directly toward second base for the throw. He shouldn't pivot in a way that turns his back to the infield. This would force him to take his eyes off his target and also lose sight of any runners who might be moving on the base paths. With rare exceptions, he should turn so that he keeps the infield in front of him at all times.

Mickey McConnell, former scouting director for the Brooklyn Dodgers, is now sports supervisor for the U. S. Rubber Co. His article appeared originally as a teaching aid for Little League baseball players—a bulletin sports service conducted by McConnell for the U. S. Rubber Co.

If the first baseman throws left handed, he doesn't have any pivoting problems. He can throw easily and naturally to any base. But he too should always remember not to turn his back to the infield.

The only exception to this rule occurs when an infielder goes into the outfield to catch a fly over his shoulder on the run. Whenever possible, even on short flies to the outfield, the fielders should get under the ball and turn to make the catch with the infield in front of them.

The second round of infield practice is a repetition of the first round except that the infielders play deeper (at the edge of the outfield grass) and the ball is hit harder for the long throw.

The third round is a double-play affair with the infield in normal double-play depth. The second baseman and shortstop must now play closer to the bag. Experimentation will determine how far they can play from the base and still make the pivot and throw. Most men will find the ideal position by taking a long step in toward the plate and one step toward second base. This is known as shading the bag.

The ball is first hit to the third baseman, who throws to second. The second baseman pivots on the bag and throws to first; and the ball then goes to catcher, to third base, to second base, to first base, to home.

The ball is next hit to the shortstop, who throws to the second baseman, who pivots and throws to first. The ball then goes to home, to shortstop covering second, to third, to home.

The next ball is hit to the second baseman who throws the ball to the shortstop, who touches second and throws to first. From there, the ball goes to home, to second baseman covering second, to third, to home.

Next, the ball is hit to the first baseman, who throws to the shortstop covering second, who relays it back to the first baseman. The latter "feets" first and throws home, and the ball then goes back to first, to shortstop covering second, to third, to home.

Finally, the ball is tapped in front of the plate. The catcher fields it with both hands and throws it shoulder-high to the shortstop covering second. Then it's to first, to home, to third, to shortstop covering second, to first, to home.

All throws to the pivot man on the double play should be aimed at his right shoulder. This makes it (Concluded on page 32)

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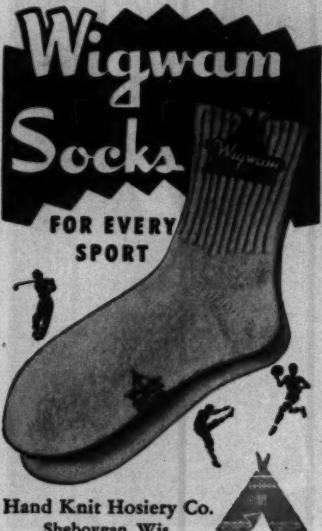
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much easier for him to pivot and throw in one motion, increasing the speed of the play.

The fourth round is another double-play round, but on much more difficult bouncers. Instead of being hit directly at or to the easy side of the fielders, the ball is now hit to their tough sides. That means to the right of the third baseman and shortstop, and to the left of the second baseman. In each instance, the fielder should turn so that he always has the infield in his line of vision, and make the throw to second base.

The fifth round is optional, depending upon the time allotted for infield practice. All the infielders play deep, and the batter hits slow rollers that require the players to charge the ball and throw on the run.

The final infield round is conducted with the infield drawn in for a play at the plate. The ball is tapped to each fielder, who must charge the ball and throw "knee high" to the third-base side of the catcher so that he can put the tag on the runner with no waste motion.

If plenty of time is available, you may include a round in which the

infield is pulled in and the ball is bunted toward each man for a play to first. When the first baseman fields the ball in this round, the second baseman usually covers first and the shortstop covers second.

Perhaps a note of explanation is in order anent the recommendation to deliver the ball "shoulder high" to the pivot man in double play situations. As many of you know, the standard instruction in pro ball is to throw the ball "eye high" to the pivot.

There are two reasons for the shoulder-high recommendation. First is the fact that a ball thrown at the eyes often causes the receiver to blink. Second is the point that an eye-high throw often forces the glove to be brought up in front of the face, leaving a blind spot in front of the eyes and thus causing a split-second loss of the next throwing target.

A final word of advice regarding infield drill: Encourage the players to "talk it up" during the practice. A lot of the old "hubba hubba" will let your opponents know that you have a lively, determined, confident team and will also tend to loosen up and relax the players.

Pointers on Starting

(Continued from page 18)

forehand all he can about the starter for a given meet. By doing this, he can conduct his starting practice for the week accordingly.

My observations have been that most athletes "get set" too quickly. This is particularly bad for the nervous type of boy. If you "get set" more slowly, you won't have to wait so long in the "set" position for the gun.

One of the slowest boys to "get set" I've ever started is Harrison Dillard. Dillard, I firmly believe, contributed greatly to my developing a good strong two-second hold. You simply couldn't start this great hurdler-sprinter before approximately two seconds had elapsed after the "get set" command had been given, because he wasn't ready and was still moving forward to the "set" position.

I'm convinced that Dillard is simply ahead of most of his competitors when it comes to the matter of properly getting "set" for the start.

Dillard was also the first athlete I'd ever encountered who employed the head-down technique at the start. I'll never forget the first time I started the former Cleveland East-

Tech flash. After giving the "on your marks" command, I waited the customary approximate 10 seconds before saying "get set," only to find that Dillard had his head down with his eyes glued on the track immediately in front of the starting line.

I didn't know whether he employed such a unique position or whether he was having difficulty adjusting to his marks. So I called the boys "up" and went over to Dillard and asked him if he started with his head down. His remark was a very emphatic, "I sure do, Mr. Starter, I sure do."

Dillard's method of getting on his marks and getting "set" caused me to do some deep thinking. The more I analyzed his technique, the more I could see the good points therein—especially for the "jitterbug," highly-strung boy who's disturbed by every little noise and move at the start.

If you have your head down in deep concentration thinking about the things you're supposed to do to get your best start, you won't be looking out of the corners of your eyes to see what your competitors are doing. You can thus save yourself many a false start.

(To be concluded next month)

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By EDDIE LOPEZ

Sports Dept., Bakersfield (Cal.) Californian

Schoolboy Sprint Sensation

QUICK, now, what is the best method to increase a sprinter's speed? Answer: Running . . . and more running, of course. But wait, there's a nonconformist in the house. He's youthful Dan Della, track coach at Delano (Calif.) H.S.

Della, a former University of California athlete under Brutus Hamilton, is grooming a brilliant young sophomore whom he believes will be the next world's record holder—15-year-old Leamon King.

King's phenomenal 125-pound greyhound was named on *Scholastic Coach's All-America High School Track Team* when only a freshman, or ninth grader! Believed to be the world's fastest human for his age, he's making a strong bid for a berth on the 1952 Olympic team.

King won every race but one (due to a technicality) during the 1951 season. He won the state 220-yard dash and finished in a dead heat for first in the state 100-yard dash. His times were :21.4 for the 220 and :09.7 for the 100.

What lies behind King's amazing speed?

His most conspicuous attributes are natural ability and an ideal running physique with perfect runner's legs. However, Della's unique coaching methods also figure prominently in the swiftie's success.

King is permitted to run on the track *only one day a week* in preparation for his Friday or Saturday meets. All other preparation is conducted on a grass field with King in tennis shoes and sweat suit. On the one day he dons his spikes and silks, usually Wednesday, he works only briefly on starting form.

It is King's start, in Della's opinion, which has prevented him from flirting with :09.5 in the 100 and :21.0 in the 220. Della firmly believes that added work and concentration will improve King's start to such an extent that he'll even-

tually be running :09.4 and :09.5 without too great an effort before he receives his high school diploma.

When asked why King's running schedule is diametrically opposed to what most coaches avidly propound, Della half-jokingly but meaningfully said: "I'm a firm believer in under-distance work, and prefer an under-trained athlete to an over-trained one."

King's training schedule begins early in the fall. Although very mild at the beginning, it's nonetheless religiously adhered to.

Weather permitting, he suits up in tennis shoes and sweat clothes and does calisthenics, then two laps of wind sprints, approximately 30 yards for each sprint, at about half-speed. While doing the sprints, he concentrates on high-knee action, position of the arms and hands, body lean, etc. Following the workouts, he usually showers immediately or watches football practice.

King is a good football and basketball player, but doesn't compete in these sports to avoid any possible injury to his legs.

On cold days, he doesn't work at all for fear of pulling a leg muscle. He usually sits in the gym and watches basketball practice.

Following Christmas vacation, the tempo of his training increases a little. Something is added each week as conditioning progresses. He jogs a lap on the grass as he comes out on the track, then goes into an extensive calisthenics program, always starting with the jumping-jack, or side-straddle hop, then the windmill.

From this he progresses to stretching exercises. This sequence is ex-

Leamon King, 15-year-old phenom from Delano (Cal.) H.S., who's run the 100 in 9.7 and the 220 in 21.4.

tremely important because it helps prevent pulled muscles and ligaments or tendons. King takes care to alternate the loosening and the stretching exercises. This is necessary to avert the danger of muscle cramps early in the season.

The ground-hurdling drill (sitting on the ground with the legs in hurdling position) is a very good exercise which Della recommends. Another particularly beneficial exercise, which is conducted every day, is the ankle exercise. Strong ankles, in Della's opinion, are especially important to sprinters and hurdlers.

In the first of these exercises, the athlete sits on the grass with his feet apart and extended straight ahead. Resting the weight on the hands, which are placed slightly behind the buttocks, the athlete keeps rotating his ankles inward as far as possible. Then the exercise is done in the reverse direction with the ankles being rotated outward.

The second of these ankle exercises is done from a sitting position on the grass with the soles of the feet flat against each other and the knees as far apart as possible. The hands are placed on either side of the body to support the weight.

The body is then rocked as far forward as possible (buttocks pushing forward to the heel position), while keeping the soles together and stationary. Push-ups and pull-ups also play an important role in King's daily program.

After the Christmas recess, weather permitting, King's sprints are lengthened to 50 yards and are run at three-fourths speed. As the

(Concluded on page 50)



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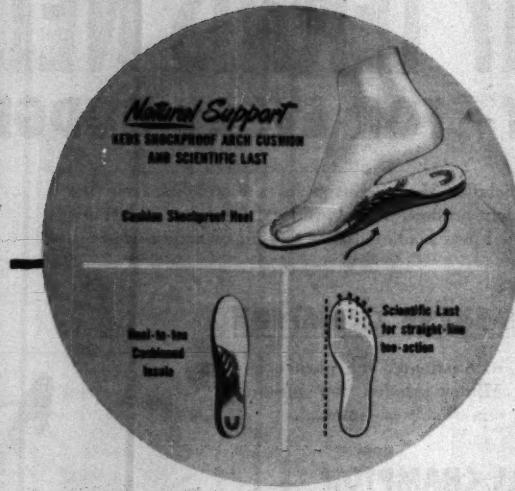
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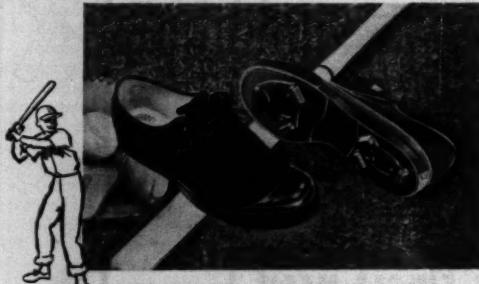
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UNITED STATES RUBBER COMPANY
ROCKEFELLER CENTER, NEW YORK

"Fartlek" for American Distance Runners

(Continued from page 22)

can keep him in view all the time and make suggestions—telling him when to stride, when to walk or sprint. All this time, the boy should be testing himself out, finding out just what kind of program suits him.

A session somewhat like the following might be attempted at first:

1. Easy running two laps—slightly faster than a jog;
2. Steady, hard speed for two laps;
3. Walk one lap;
4. Three laps easy running with four 75 yard sprints at regular intervals;
5. Walk one to two laps;
6. Easy running one lap;
7. One lap at about three-quarters speed;
8. Walk one lap;
9. Two laps, alternately sprinting and striding;
10. One lap jogging slowly.

Naturally, there must be much experimentation by both coach and athlete. It goes without saying that a high school runner couldn't possibly follow the kind of routine used by Fred Wilt, for instance. But he can do the same sort of thing on a much abbreviated scale.

After the runner begins to understand the system on the track, he can then be sent into the woods where he can get an occasional speed trial on the hills.

At this point, the high school coach is confronted with a problem not usually faced by the mentor of more mature athletes. Will the average schoolboy do his training properly when off by himself, entirely unsupervised by his coach?

The answer to this question is: Don't send a boy out by himself unless you're sure he can be depended on.

At Pelham, we've worked out a sort of compromise. We have our distance men do their "speed play" on the track, under supervision, two or three times a week; and then send them out on the cross-country course the other days. And we have them do a little hill work once a week.

We have found, without exception, that our boys far prefer the "fartlek" type of practice to the conventional routine. They don't find it easy by any means, but they

say it's fun compared with the set distance type of practice.

We've frequently noticed that, after completing 30 to 45 minutes on the cross-country course, our runners will want to go out again for another 20 minutes or so, or possibly do some running on the track before they go in for the showers. They don't feel tired after such a workout. At least, they say they don't.

While on the subject of Swedish running, it might be well to point out that the Swedes don't place nearly so much emphasis on form as do Americans. This doesn't mean they disregard it. But they do feel that any form that is natural for any particular athlete is all right for him. They learn form running in the woods, allowing nature to take its course, so to speak.

The one thing they do stress, however, is a comparatively short stride. They feel that Americans, on the whole, are inclined to overstride, which causes needless strain and consequent weariness.

HIGH KICK-UP

The Swedes kick the heel up high behind, and let the ball of the foot hit the ground first, followed by a light touch of the heel.

Many American high school runners make the mistake of trying to run right up on the toes. Somehow they've been led to believe that this is the thing to do. And the manufacturers of track shoes have aided and abetted the idea by placing the spikes right under the toes instead of under the ball of the foot where they belong.

If a boy wants to be a really good distance runner, he cannot overlook that vital adjunct of "fartlek"—walking. And this is where the Swedes—and other Europeans—have it all over us. They walk everywhere—they have to. We drive. The average American high school runner would be caught dead walking a mile to school when he can get a ride in someone's car.

If the schoolboy coach can persuade his boys to do a lot of walking in addition to running, he might be surprised at the results. But in America, where the automobile is

such a part of daily life, this perhaps is too much to hope for.

The evidence in favor of "fartlek" is pretty overwhelming. Gunder Haag, Lennart Strand, Eric Ahlden, and other Swedes have made our best look rather inadequate, to put it mildly. And so have other Europeans like Willy Slykhuis, Gaston Reiff, and Roger Bannister. We clean up in the sprints, hurdles, and field events, but we hardly ever win anything over 800 meters.

Though the Swedes are the ones who've made our coaches "fartlek-conscious," it's probably unfair to the other European track powers to label this system of training exclusively Swedish. The Dutch, the Belgians, the Finns, and the rest all follow more or less the same pattern. And so do the English, who've likewise produced some great distance runners over the years.

As a matter of fact, the writer remembers quite vividly being required to participate in workouts like this at prep school near Oxford, England, back in the late 1920's, long before the word "fartlek" had been coined or Swedish runners had started making the headlines.

We feel that "fartlek" is so logical, so sensible, so obviously productive of outstanding results that any coach—whether in high school or college—would do well to give it a trial.

It can be adapted to all types of distance runners, young and old; it is enjoyable; and it produces the maximum in both speed and endurance, which, after all, is the ultimate goal of distance running.

As has been said, "fartlek" isn't the infallible solution to the problem of developing good distance runners. It won't make a champion of all its devotees. But we do think that it can—and possibly will—be the means by which America may someday wrest distance running supremacy from the Europeans.

We have the material here in America. Fred Wilt has made the rather startling observation that there are at least 1,000 American boys reaching maturity every year with the potential to break four minutes in the mile!

Our problem is to find these boys, get them to run, and train them properly.

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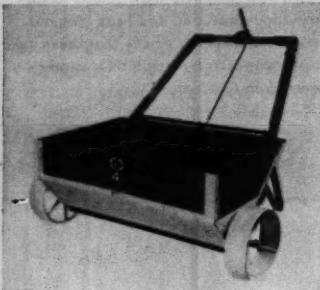
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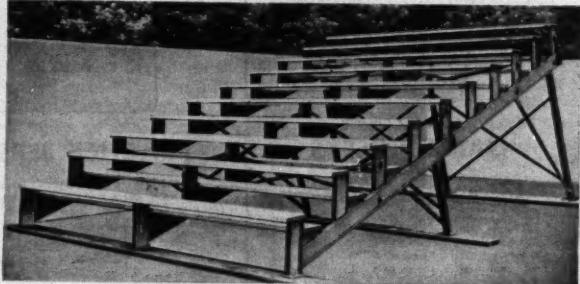
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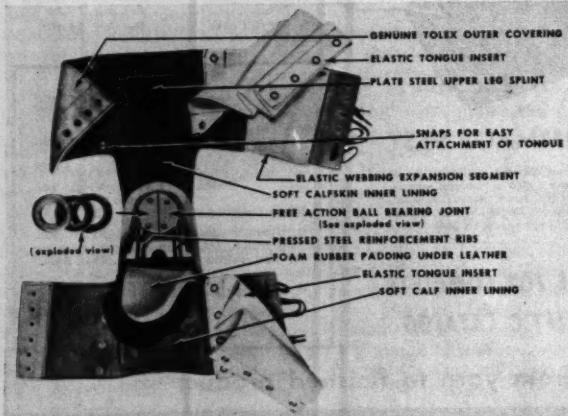
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Analysis of the Basic Dives

(Continued from page 14)

Great care must be taken to see that the diver does not start a backward lean with the arm press or on the take-off. All back take-offs, as front take-offs, must be straight up. Every beginner has a fear of hitting the board, making it difficult to prevent leaning.

The press and reach is of tremendous importance, since it is the attainment of height first, before the head comes back, pulling the body safely away from the board, that insures safety and allows maximum time to execute the dive.

First Back Dive. The head must continually reach back until the diver is under the water. If it is brought forward as he starts to fall, he will land flat on his back. A good progression is:

1. Sitting on the board, with back slightly extended over the edge of the board and the instructor holding the legs down, the diver, with arms squeezed over the head, reaches back until he sees the water. The instructor lets him slip in.

2. The instructor faces the student on the end of the board. Holding him by the hips until he has reached back as far as possible with the head, he lets him slip into the water. The arms are locked and extended above the head to afford protection. If this isn't done properly, an uncomfortable smack may result.

BACK DIVE (PIKE POSITION)

The arms reach straight up until maximum height is gained. At this instant, the hips break and the legs are brought up smartly to meet the arms. The toes should touch the hands at a point directly vertical, at the greatest height above the water. The touch is very brief.

As the arms come out of the "touch," the abdominals contract strongly to prevent the legs from going back toward the board, a mistake which causes an arch and a jerkiness. The arms are not flexed at all as they come out. They are brought out from the toes to the side—laterally abducted.

This, too, insures a smooth dive and prevents the dive from going long. A strong abdominal contraction at this point prevents the legs from pushing slightly toward the board.

HALF GAINER (LAYOUT)

The gainer dives are hard for some beginners to learn because of the fear of hitting the board. The techniques of teaching the dive to beginners will be discussed later.

The half gainer layout is executed exactly the same as the back dive layout excepting, of course, that the gainer group employ a forward approach and take-off. Here, as in all dives, the diver can insure absolute safety by riding the board and making his vertical arm reach mechanical and complete before coming back with the head. As the diver is reaching, the momentum of forward motion gained through the approach and hurdle will take him away from the board.

Note: On all gainer dives, the diver should concentrate on getting maximum lift with the hips on the take-off.

First Half Gainer. The diver may do some dolphins in the water as a preparatory warm-up. The dive is easily learned by running off the board—placing the take-off foot at the very end of the board and driving out as far as possible.

The other leg is kicked high above the head. This brings up the take-off leg upon leaving the board. At the same time, the head reaches back forcefully. The knees do not bend, as the purpose is to get the legs as high as possible above the head.

When this had been accomplished successfully several times, the instructor may teach the dive with the approach and hurdle.

HALF TWIST (LAYOUT) TO RIGHT

The diver starts the Half Twist exactly as he does the Swan Dive Layout, spotting the head and pressing the plantar surfaces of the feet upward. As the body assumes the horizontal at the peak height, the right arm is pressed downward smoothly and the head starts turning, with the spot upon which the eyes are focused acting as a pivot point.

When the head pivots as far as it can go, the eyes are shifted to look down the right arm at the water. The left arm is now brought across to meet the right and make ready for the entry. (The left arm is raised as the right arm is depressed.)

The body should stay in line with the board during the dive. It's important not to twist before the legs have reached the horizontal position, or the diver will have difficulty pulling the legs up enough to prevent the dive from being very short.

The diver may also execute this dive from a side swan position by stretching forward with the lower arm until the legs are horizontal and then turning the head smoothly as the upper arm is brought across to meet the lower for the entry.

BACK JACKKNIFE

The Back Jackknife is in the cut-away group and always seems tough to learn. It uses the same take-off as the back dive, however, and employs the same safety fundamentals as the back dive and gainer dives.

The body rises straight as it leaves the board. But as soon as the toes are clear, the diver concentrates on adding a slight outward component to the strong lifting hip action employed in all cutaway dives. This carries the body away from the board as it rises.

The mechanics of the back jackknife are similar to those of the front jackknife once the vertical arm reach is attained and, therefore, need not be expounded.

It cannot be over-emphasized, however, to reach with the arms until they are practically vertical in front. Most novices have a tendency to rush their dives, failing to wait until the arms are in the proper place. In doing so, they sacrifice height, beauty, and safety.

First Front Somersault. Easily learned from the side of the pool, the diver springs for height, throwing the arms past the head. As soon as he leaves the board, the knees are squeezed tightly to the chest and the head is snapped forward. The tuck position is held until the water is hit.

When the diver can do this and get the feel of the dive, he can progress to the approach and hurdle. The tuck position may or may not be the most adaptable for learning. It may be learned in an open pike position, with the diver snapping both the head and hips, keeping the arms at the sides or in front of the chest and the hips bent.

It is vitally important to snap the head forcefully down, chin toward the chest, and keep it down until the somersault is completed. Too often the beginner brings his head back before completing the dive thus checking the spin. If the diver will keep his eyes open, he'll find it easier to orient himself and check the spin opportunely.

The somersault takes courage to try, but it's remarkably simple when a good spring is utilized and the head is used properly. To insure against being too close to the board, the diver must get a good spring and take the dive up and away from the board.

A beginner who tenses up and rushes the take-off, and execution will sometimes strike his head underneath or on the end of the board, because he did not ride the board long enough to gain the height and distance necessary for safe clearance.

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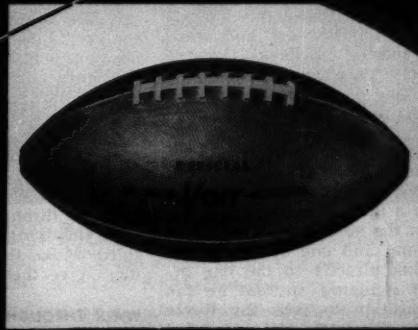
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Rule 1, Section 3, Article 1, 1952 National Federation of State High School Athletic Associations Football Rules.



Some schools, however, previously were not permitted use of the ball because it had not been approved by their leagues or by the national rules committees. Now, all schools throughout the country can legally use the Voit XF9—the ball that plays dry in wet weather, that kicks, passes and handles perfectly and yet lasts up to six times longer than old-fashioned balls.

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Baseball Practice Routine

(Continued from page 11)

blackboard drills and try to give our boys a picture of inside baseball.

Our strategy may vary from year to year, depending on personnel, but our fundamentals never vary. We believe that if we can get our pitchers to put the ball over the plate, and get our boys to throw to the right base, cut off properly, run bases properly, and "eat" the ball when they don't have a play, then we can win ball games.

During our lectures, we stress every phase of the game. We take up as many different situations as we possibly can, and go over our cut-off system thoroughly. Next, we go out on the floor and walk over everything we have discussed in our lecture sessions. For example:

1. We line off an imaginary diamond and have our pitcher cover first base. We do this two ways. We do it the standard way (swinging) on all balls hit to his left, and we also want him to realize that he becomes a first baseman on a hard smash in the hole with men on first and second and one out. We have him break directly to the bag instead of swinging, so that he can be in position to take the throw from the shortstop after the first baseman fields the ball and fires to short for the double play.

2. We roll the ball down the first-base and third-base lines to get our pitchers conscious of their bunt responsibilities. We work extra hard on the situation with men on first and second and a bunt in order. This is a crucial play and the pitcher and third baseman must work in harmony.

3. We put men on base, roll the ball to the outfield, and have our pitcher back up the proper base. While the pitchers are doing all this, the infielders and outfielders are learning also.

4. Outfielders are taught the proper way to block a ball, field a ball, and throw. They are also taught how to go back to their right and left.

5. First baseman are taught how to shift their feet. This is taught by having someone lob them numerous bad throws. They are also drilled on bunt situations and cut-off responsibilities.

6. The shortstop and second base-

man work on the double play. Both boys are shown the different ways of hitting the bag. I roll the ball to them many, many times. In this way they learn to work together, master their different pivots, and pretty soon, they'll become a good double-play team. They are also drilled on cut-off responsibilities, relay situations, and how to combat the double steal.

7. Bunt situations are also gone over carefully.

8. The third baseman is drilled on bunt situations, cut-off responsibility, and his throw to second for the double play.

9. The double steal is carefully analyzed. I won't go into detail here, since every coach plays it differently (we have our own way to combat it). I will say, though, that everybody agrees that if you're going to throw through, your catcher must head fake the runner on third into stopping, or you'll never catch the runner. We tell our boys never to throw through in the late innings with the tying or winning run on third. Make them knock him in—don't give them a run that easily.

WALK THROUGH SKILLS

Finally, we put our ball club in the field and walk through everything discussed above. We do this inside until our boys have a good grasp of their position. The pitchers continue to throw and run and we're ready to go outside as soon as the weather permits.

When our squad goes outside, we run our practices strictly according to schedule. We start immediately working on the fundamentals that we talked about and walked through inside. A sample practice would run as follows:

2:00-2:30—Infielders, pitchers, and catchers working on bunt situations. Pitchers work on covering first base.

2:00-2:30—Outfielders practicing blocking ground balls, catching flies, learning how to get into position to throw quick, low, and hard.

2:30-3:00—First team in the field in position. Coach takes the fungo and balls; puts one, two, or three men on base, gives situation (one out, two on, score, etc.), has pitcher

deliver a pitch. As pitch comes by, he hits a ball with the fungo anywhere he wants to. He's thus able to cover every situation in the book, and the boys learn to react under game situations.

3:00-4:00—Batting practice.

We probably conduct our batting practice much differently than most teams. We have two ways of taking batting practice, from which we never vary.

1. We put our second team in the field and have our first group bat in their regular game order. The batting practice pitcher puts something on the ball, but tries to make every pitch a strike. As the boy hits the ball, he runs it out just as in a game. They keep running, setting up on base, advancing, etc., until three men are retired. Then we clean the sacks and start over. We do this for about 30 minutes and use two or three pitchers.

This is much better than the conventional drill. It gives the boys running, hitting, and sliding practice; gives the coach a chance to transmit signals; and gives the other boys a chance to improve on their fielding. It also keeps practice at a high pitch and keeps everybody busy.

After 30 minutes of this, we switch with the group in the field. We've been doing this for five years, and our boys like it very much.

2. This is a way to run a batting practice with everybody kept busy: We have our regular pitchers throwing, switching them every 10 or 15 minutes. If we run out of pitchers, we insert someone who can throw the ball over the plate.

Meanwhile, the coach is hitting ground balls to the infield, and the assistant coach is working the outfield.

The list of hitters is announced before you start batting practice—Smith, Jones, Brown, etc. You tell them you want them to hit five, and on the last one the hit-and-run is on.

Next, while Smith is hitting, Jones is up close to the grandstand, or in another cage, if you have one, practicing bunting; Brown is throwing to him. (We put an old tumbling mat against the grandstand to serve as a backstop.)

As soon as Smith gets through hitting, he goes to the infield or outfield. Jones then steps up to hit and Brown steps up to bunt. The man following Brown pitches to him.

This continues for the length of the batting practice. As you can see, this practice develops hitting and bunting skill, and keeps everybody busy.

(Concluded on page 65)

IMPORTANT! Why noted sports authorities urge use of..

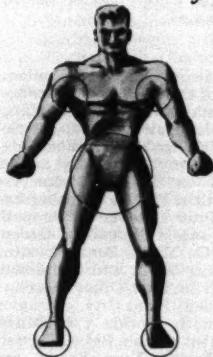
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State High School Football

FOR the second straight year, *Scholastic Coach* is proud and pleased to bring you this monumental round-up of state high school football champions—official or otherwise—in every state of the union, plus the District of Columbia.

The only such review extant, this summary cites the winners in each class, the names of the winning coaches (where available), and some of the outstanding school won-lost records.

The trend toward sponsoring championship playoffs leveled off during the past season—21 states (the same as in 1950) again determining official state champions.

In any endeavor of this size, mistakes are inevitable. We sincerely hope that the ones herein are trivial. We will be more than grateful to have them brought to our attention, and promise a speedy rectification in each instance.

And so . . .

ALABAMA

Bessemer, coached by Snitz Snider, was awarded the unofficial state diadem by the *Birmingham News*. Only a scoreless tie in the opener marred a nine-game slate. Birmingham-Ramsay and Montgomery-Lanier annexed runner-up honors. Among the smaller schools, unbeaten records were turned in by Pell City, Phil Campbell, Demopolis, Abbeville, Hubbertville, Pickens County, Verbena, and Pine Hill.

ARIZONA

Tucson led the pack in a scrambled race for the Class A title with a 6-1 record (8-2 overall), being trailed by North Phoenix and Phoenix Union (4-2). No champ is officially recognized in Class B, but there were several good claimants, among them twice-beaten Bisbee, which numbered Tucson among its eight victims. Bisbee was led by its great halfback, Hadley Hicks, who seldom failed to gain at least 100 yards a game. Morenci (9-1), Safford (8-

1-1), and several others also fielded fine clubs.

ARKANSAS

Pine Bluff went unbeaten in round-robin play to win the Big Six championship of Arkansas' largest schools. North Little Rock was second. Both teams had 9-1-1 records. Unlike past years, district champions in the smaller classes did not play off for state championships. In Class AA, Fayetteville, Newport, Blytheville, Russellville, Conway, Forrest City, and Texarkana had outstanding records. DeQueen, Harrison, and McCrory were unbeaten in Class A, and Wilson of District 3 was the lone unbeaten Class B team.

CALIFORNIA

Though some regions play championship eliminations, there's no intersectional titular competition. Among the large schools of the South, Pomona downed four rivals in elimination play to carry off the crown. Conference champions which qualified for this series were Santa Monica (Bay League), Cathedral (Catholic), Anaheim (Orange), Montebello (San Gabriel), Burbank (Foothill), Compton (Coast), and LaJolla (San Diego), Pomona (Citrus League), and Monrovia (Pacific). Brawley defeated Citrus of Azusa, 9-7, in the Southernmost small schools final, while Ventura won in the Northern group. Bakersfield, powerful almost every year, smothered Fresno, 42-7, for the San Joaquin Valley title, and Sanger defeated Coalinga, 27-20, for the smaller schools title. Northern California schools don't play any championships, but turn out very strong elevens. Among the better undefeated teams were: Richmond (Alameda County), Palo Alto (Peninsula League), Pittsburg (Contra Costa County), Tamalpais of Mill Valley (North Bay), and Willows (West Side).

COLORADO

Greeley, led by 132-pound quarterback, Frank Morris, slaughtered Grand Junction, 34-7, for the state AA title. In Class A, LaJunta's splendid team coached by Paul Tate

romped past Alamosa, 28-0. Manzana crushes Louisville, 45-6, for the Class B diadem, while Pueblo Catholic downed Denver Cathedral, 21-6, for the state parochial trophy.

CONNECTICUT

Hartford Public succeeded Stamford as state champion after a thrilling race. Danbury, Ansonia, and Hartford Weaver all toppled from unbeaten perches in the last week of play to permit Coach Bill Loika's Owls to move into first. Hartford was defeated only by an out-of-state team and scored an 18-14 win over New Haven Hillhouse, runner-up for the crown.

DELAWARE

Lewes, being the only unbeaten eleven in Delaware, claimed the mythical state title. The team was co-coached by Don Hanley and Tony Georgiana and it scored 181 points to 31 for the opposition in nine games. Bernard (Bunny) Blaney of Newark made all-state quarterback for the third straight year.

D. C.

Eastern repeated as Public champion but lost to St. John's of the Prep league in the city finals, a reversal of the 1950 procedure. Captain Bob Reese in the backfield and Frank Fannon and Franny Maloney on the line were stars of the St. John's champs.

FLORIDA

Miami Edison copped the championship of the Big Ten Conference, which contains 13 of Florida's largest schools. However, Miami Senior, which isn't a member, defeated Edison for the city crown, 20-7, and on this basis deserves the state title. Florida schools fared well in inter-state bowl competition: Pensacola defeating Greenwood, S. C., Miami Senior beating Wilmington, N. C., and Lee downing Knoxville East. Other fine elevens included: Plant City, champion of the South Florida Conference; Lake Wales of the Ridge Conference, unbeaten Vero Beach, and Lake City of the Northeast Conference.

Champions, 1952

GEORGIA

Richmond Academy of Augusta downed O'Keefe of Atlanta, 14-0, for the Class AA championship. In Class A, Valdosta, thrice-beaten underdog, downed Newman's favored club, 14-9. Class B winner was Cordele which rallied from a 13-2 deficit at halftime to defeat West Point, another favorite. Forrest Park beat Cuthbert, 32-7, for the C division title. Each enrollment group in Georgia is divided into four regions, the winners of which automatically become semifinalists in the state eliminations.

IDAHO

Twin Falls claimed the unofficial state title by annexing the Big Six Conference crown. Led by a pair of fine backs, Eddie Allison and Dale Deagle, and five all-conference linemen, Twin Falls dropped just one game, to Caldwell. Sandpoint, Panhandle Conference champs, and Jerome, Big Seven titlists, were other fine teams. Jerome was the only unbeaten Class A team in Idaho, but its schedule did not include the state's largest schools.

ILLINOIS

This hotbed of Midwestern football finds championship playoffs unfeasible because of weather conditions and the large number of schools competing. Among the larger undefeated schools were Evanston, Suburban League winner; Pekin, co-champ with Champaign in the Big Twelve; Blue Island, South Suburban League, and Mt. Carmel, Chicago City champ for the second year under Terry Brennan. Gibson City, Winchester, Chenoa, Rockton, and Unity of Tolono were unbeaten among the smaller schools. Not unbeaten but champions in the toughest conferences were: Joliet (Big Eight), East St. Louis (Southwestern), Harrisburg (South Seven), Murphysboro (Southwest Egyptian), and Kewanee (Northwest).

INDIANA

Though Bishop Noll High of Hammond was named the No. 1 team in Indiana in a press association poll, you'd have a hard job convincing

South Bend Central and Richmond, two tough unbeaten elevens. The South Bend eleven downed Gary Emerson, 25-12, in the East-West playoff for the Northern Indiana crown (21 of the state's largest and toughest schools), while Richmond won the North Central Conference. Linton, Western Indiana and Wabash Valley Conference winner, Winchester, and Sacred Heart of Indianapolis were unbeaten and untied. Other highly rated elevens were: East Chicago Roosevelt, Wabash (Central Indiana Conference), Southport (South Central), Warsaw and Auburn (co-Northeast champs), and Evansville Bosse (Southern).

IOWA

Burlington, Charles City, and East Des Moines were the unbeaten Class AA teams in Iowa. Davenport was unbeaten within the state but lost a game to Proviso of Maywood, Ill. Medium size schools finishing unbeaten were Cherokee, Onawa, Lamoni, Toledo, and West Union. Earlham, Hartley, and West Chester led the "small fry." Burlington won the Little Six Conference, while East Des Moines shared the Big Six crown with West Waterloo (they did not meet). Charles City was Northeast Iowa champ but played against medium size schools, making its record less impressive than the other two. Leeds of Sioux City, Sioux Rapids, Maxwell, and West Liberty were unbeaten but tied.

KANSAS

Unbeaten Wyandotte of Kansas City, coached by Ed Ellis, was unanimously acclaimed state champion, with some disagreement as to whether Lawrence or Wichita East rated the runner-up spot. Pittsburg and Dodge City were other unbeaten AA teams, but observers rated their schedules well behind Wyandotte's. Osborne, Highland Park of Topeka, Ness City, Frontenac, Marion, Sabetha, and Paolo were unbeaten among the smaller schools.

KENTUCKY

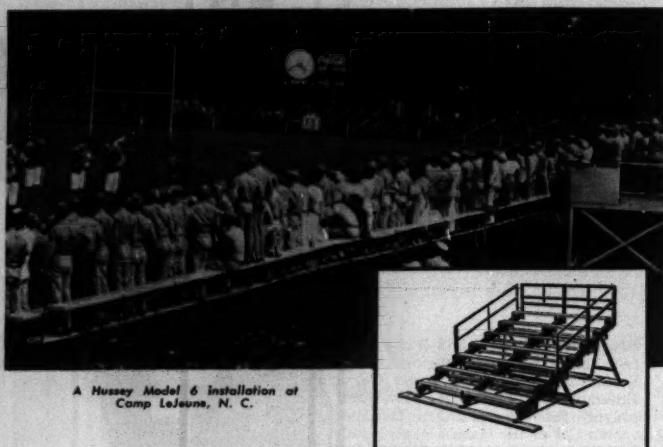
Male High of Louisville, probably in its last year of competition be-



fore being broken up into smaller schools, was the state champion. Bellevue, also unbeaten didn't play the schedule Male did, but had a fine back in Pat Uebel.

LOUISIANA

For the second year in a row, Istrouma Parish High of Baton Rouge is state AA champion. Coach James Brown's charges jumped off to an early lead to beat Fair Park of Shreveport, 19-7, in the final. A one-point loss to Little Rock, Ark., was the only blemish on their season's record. Holy Cross of New Orleans and Terrebonne of Houma were semifinalists. Results in other classes: (A) Ruston 21, Poncha-



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toula 6; (B) Delhi 26, Donaldsville 6.

MAINE

South Portland won the state's large school title winning eight of nine starts. Skowhegan was rated .03 points better than Westbrook in Class FF (medium).

MARYLAND

Undefeated Patterson Park of Baltimore, though tied by Poly, another unbeaten Baltimore team, claimed the state tiara inasmuch as Poly was also deadlocked by Mt. St. Joseph's. Bill Hahn's Fort Hill eleven of Cumberland, unbeaten and untied within the state since 1948, also laid claim to the mythical title.

MASSACHUSETTS

Eastern Massachusetts (Boston area) takes a back seat to none in scholastic football and once again produced many fine teams. Weymouth's powerhouse won top Class A rating with nine straight wins. Malden, Medford, and Lowell were right behind. Winchester and Gloucester tied in Class B, while Concord with a terrific little team edged out Amesbury's high-scoring eleven in Class C. Dighton was Class D champ. In Western Massachusetts, Greenfield succeeded Westfield in Class A but turned down a bid to the Peanut Bowl. Agawam's runners-up accepted and thrashed Richmond Academy, Georgia's state champion.

MICHIGAN

The fact that no official champion is named caused quite a rhubarb this year. Michigan newspapers carry results of a press association poll each week and it so annoyed the coaches that the state association went on record as being "opposed to polls." Muskegon and Grand Rapids Catholic Central were the real culprits, though. Both had such excellent teams it was virtually impossible to judge the better. You can't declare a champion when sportswriters give 160 votes to one and 158 to the other. Port Huron, too, entered a strong claim as all three went undefeated and united. Other fine elevens were fielded by Owosso and Wyandotte in the unbeaten group and Bay City, Ann Arbor, and Detroit schools, Western and Denby. Incidentally the coaches who criticized the polls were Harry Potter of Muskegon and Ted Sowie of Grand Rapids. Unbeaten in Class B were Petoskey, Redford St. Mary, Cass City, Menominee, Newberry, Niles, St. Johns, and Alpena Catholic.

MINNESOTA

Austin won its second straight state championship trophy (based on a point rating system), but second-place Hibbing deserved a shot at the champs. Minneapolis South-

west, Bemidji, Pipestone, Wayzata, and Little Falls followed in the rankings, while Fairmont, Barnesville, Litchfield, and Mountain Lake, all finished among the unbeaten. St. Paul Cretin, with a really fine team, was Catholic champion of the state.

MISSISSIPPI

Brookhaven broke Jackson Central's reign in the tough Big Eight (18) conference, which is divided into North and South divisions for season play. Brookhaven downed the defending champions, 14-0, with fullback David Cain running 81 and 3 yards for the touchdowns and high-scoring end, Rivers Sutton, booting both conversions. The champs' linemen accounted for 125 points during the season, including 25 conversions by Sutton and 3 touchdowns on intercepted fumbles by guard Willard Sandiford. In the smaller yet tough Choctaw Conference, Billy Fulton, halfback, powered Louisville to the title. Magnolia was unbeaten in smaller school competition, winning the Tangipahoa Conference; Cleveland and Drew shared the Delta Valley title; and Sturgis won the Big Black title.

MISSOURI

Schools in the "Show Me" state don't go in for much inter-regional play and no one dares claim any state titles. In the St. Louis area, Southwest won the public title while University captured the Preparatory League. The latter won the city title, 13-12, in a benefit game, then Southwest went on to play Sikeston, Southeastern champs, to a 7-7 tie. University City went unbeaten to claim the Suburban title, and John Burroughs won the ABC League. Columbia Hickman turned in another unbeaten record, sparked by its clever all-state quarterback, Bob Musgrave. Kansas City Southwest won its city crown though beaten by Shawnee-Mission, Kans. Other fine teams which won conference crowns included: Harrisonville (Missouri River), Higginsville (Mid-West), El Dorado Springs (West Missouri), Moberly (Northeast), Stanberry (Grand River), and Carthage (Big Eight).

MONTANA

Flathead County High of Kalispell and Butte Public again met in a playoff for the state title and this one ended in a 7-7 tie, a turnaround from last year's 42-21 Kalispell victory. Montana's six AA schools play a round-robin with the top two eleven meeting for the title. Anaconda whipped Sidney in the East-West playoff for the Class A crown, 26-14, halfback Pat Monno featuring the game with 75 and 36 yard touchdown jaunts, the first on a kickoff return.

(Continued on page 67)

"Riflery promotes coordination, sportsmanship and responsibility"

writes Arthur Burgess, Jr.
Rifle Coach, North Quincy High School

NORTH QUINCY HIGH SCHOOL
DUNNY VI, MASSACHUSETTS

Scholastic Coach
7 East 12th St.
New York 3, New York

Gentlemen:

The Rifle Club at North Quincy High School is composed of 95 students and has one of the largest memberships of any school club. Organized over 15 years ago, the Club includes both boys and girls, and it is the only school sport in the city for which girls as well as boys are awarded the Varsity letter.

Riflery, a sport requiring physical and mental stability, seeks to develop in the student better and more coordination, sportsmanlike attitudes, and a sense of responsibility. Under qualified supervision, the safe handling of a gun is ingrained in the minds of boys and girls, as well as a healthy respect for the sport in which they are participating.

Having observed the careers of many members of the Rifle Club since graduated from High School, I have noted that many have become leaders in their fields, and I feel that the lessons learned from their hours spent in rifle marksmanship have stood them in good stead. I wholeheartedly believe in the benefits to be gained from this sport.

Sincerely yours,
Arthur Burgess, Jr.
Arthur Burgess, Jr.
Rifle Coach, N.Q.H.S.

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Schoolboy Sprint Sensation

(Continued from page 34)

season progresses and his condition shows marked improvement, the speed of the wind sprints is increased on the straightaways. It goes from about seven-eighths to full speed.

This is attained two weeks before the inter-class meet midway in March. Incidentally, the straightaways on the short Delano track are about 93 yards. King sprints the straightaways and walks the curves.

A week prior to the inter-class meet, he runs four or five 75-yard time trials, as well as a half dozen or more 220's at three-fourths speed.

After the first meet, King isn't permitted to run any competitive races with teammates for the remainder of the season (much against his wishes). Even time trials are taboo, except for some experimental work on his start, usually up to 20 yards.

Della allows his protege to work on his starts only on warm days. He runs every race with the light Arnett blocks. He's a surprisingly slow starter and there's considerable room for improvement. After experimenting with the bunch, medium, elongated, and natural starts, King decided upon a medium start with his buttocks raised rather high. His control is attested to by the fact that he never once jumped the gun during his freshman year.

In the very first meet of his interscholastic career, King won the 100 in :10.0 and the 220 in :20.5. He also high-jumped 5-9 from a straight approach to the bar, indicating his tremendous leg spring. But this was the first and last time he was permitted to do any jumping. Della states that King could also be a 23-foot broad-jumper.

King's outstanding races in 1951 were: :09.9 and :21.5 in a dual meet; :09.8 and :22.8 (against a headwind), in a triangular meet; :09.9 and :10.0 in the Tularc 20-30 Relays; :10.2 (heat) and :10.0 in the Kern Relays; :10.0 (heat) and :09.9 in the West Coast Relays; :10.1 and :21.9 in the San Joaquin Division Meet; and :09.9, :21.7, :09.7, and 21.4 (all four times within four and a half hours) in the state meet.

King also ran on the 880-relay teams in most of the meets, often bringing his team from last or near last to first or second place with brilliant finishes.

The boy wonder is a graceful-looking, floater-type runner in the Mel Patton tradition. Many experts believe that King runs like Patton but with a shorter stride.

He runs with a good forward body lean in a straight line. He gets his knees up extremely high and perfectly coordinates his arm and leg movements. He employs a high arm carriage with the hands driving straight ahead.

As mentioned earlier, he's a slow starter. He starts to roll at about 50 yards, and it's over the next 50 yards that he wins his races. In his heat at the state meet at Berkeley, he was next to last at the 50-yard mark but came on to win in 9.9.

Della declares that the boy has the makings of a future world champion, and might possibly become the next sprint record breaker. He hopes to see King run the first :09.0 hundred!

"Here Below"

(Continued from page 5)

Think of all the boys who would be professionalized before learning whether they were really good enough for the big time, what they really wanted out of life, what they were suited for, and whether it would have been wiser to go to college.

If the baseball people think they'd be able to save money this way, they're sadly mistaken. The competition would remain as keen—maybe keener. Scouting staffs would have to be enlarged, and the bidding would be just as high.

Most parents have learned all the facts of baseball life, especially bonuses. If a scout makes an offer to a kid of 16, won't he make an even better offer when the kid is 18? So why sign the boy away so soon?

Another thing. What smart parent, after getting one offer, won't try to get a better one from similarly interested parties? In short, our big league clubs would be confronted with the same situation.

We sincerely hope that Professional Baseball will see the light and continue to go along with the existing code. Meanwhile, everybody interested in the welfare of high school athletics should actively support the contention that the present regulation 3 (h) shouldn't be replaced by the 1953 regulation proposed by Professional Baseball.

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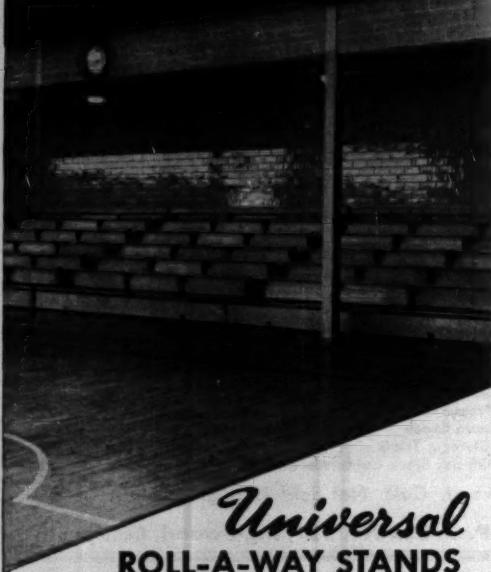
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Football Rules Changes

(Continued from page 24)

free-kick becomes dead in the field of play with no player in possession or while ball is in joint possession of opponents, the ball will be awarded to receivers. Same statement will be included in 6-2-7 for scrimmage-kicks and return-kicks.

6-2-4: Will be expanded to cover certain rare situations where complications might have arisen if there were a foul by R following their possession of the kick. Coverage will probably be given by adding to the second paragraph—"The right of R to take the ball at spot of first touching is cancelled if R secures possession and thereafter commits a foul."

6-4: The fair-catch rule will be revised. Art. 2 will be simplified by omitting the last two sentences and revising the first to show that it is a fair catch if any receiver catches a kick after he or a teammate has signaled. The P.R. will be revised accordingly. Art. 6 will be replaced with a note to show that the fair-catcher is protected by the general rule which states that no runner may be tackled after the ball has become dead. Penalty will be stated accordingly. Also, the P.R. under Art. 6 will be revised to make it clear that if a fair-catcher delays the game by advancing a dead ball and if K tackles such a player when he has had a reasonable chance to know that the ball has become dead, it will be treated as a double-foul during dead ball following a catch.

7-4-3: Wording will be revised to make it clear that this applies to joint possession at the time the ball becomes dead rather than to simultaneous recovery.

7-5-6: P.R. will be added to indicate that when two legal forward passes are thrown during the same down, the interference rules for A are in effect from the time of the snap to the time the last forward pass is touched.

9-3: Slight revision will be made to show that acts as in item e are penalized when the act is for the purpose of gaining an advantage.

9-7-2: Penalty will be reworded to make it clear that Referee may award a score for certain acts in either articles or, at his discretion, to forfeit the game for the act in Art. 2. A P.R. will be added to suggest certain acts which might result in an awarded score.

10-2-1, 2: Statements will be inserted to connote that, if a foul follows a touchdown, a second foul which may occur during or after a try-for-point does not create a double-foul or a multiple-foul situation. Under such circumstances, penalty for each of the fouls will be administered as separate units.

Pages 56-57: Statement will be added to Referee's duties to indicate that Referee cannot legally permit a Captain to revoke a choice which has been made. Also, it will be stated that if a penalty may be affected by measurement, Captain has the right to call for such measurement before making his choice. In the diagram which shows Officials' positions during a kick-off, a new indication will place the Umpire on the defensive free-kick line on the left side and the Field Judge on the offensive free-kick line on the right side.

Japanese Swimming

(Continued from page 28)

after sleeping approximately eight hours. (Rice matting is used as a floor covering and the Japanese live on their floors.)

In winter he's greeted by a work-out of calisthenics and roadwork before breakfast. The rest of the year he has his breakfast, which usually consists of miso soup and rice. (Miso is a light soup made principally of cabbage.)

Having completed his breakfast, he leaves the dormitory to attend class. His lunch consists of a large roll made of white flour. By three in the afternoon, he's back at the dormitory which is situated at the edge of the pool.

After swimming, the youth puts on a sweatsuit and is ready for supper. This is the principal meal and consists of fish, often broiled, a bowl of rice, a boiled vegetable, and tea. For a few days before important meets, the swimmers get eggs at one of their meals. (This menu is not a training table special. It is simply a representative Japanese diet.)

The time between supper and retiring is spent at study in the room that he shares with one or two others.

TRAINING RULES

Smoking, drinking, and women are forbidden during the athlete's years at the university. These rules are sometimes broken, but most of the swimmers faithfully observe them.

Promising high school swimmers are granted scholarships to the university. There's no waiting for graduation. They're brought in immediately. They live in the dormitory, swim with the university group, and attend the associated high school.

The swimmers are serious students. The majority major in commerce, while others take engineering or science. Education is not a major at this university. A survey indicated that among athletes, the swimmers were the best students.

What happens after the swimming days are over? Of the 1932 Olympic team, I received information on three swimmers: Kiyokawa, 100-meter back stroke champion, is now the national swimming coach of Japan. Tsuruta, the 200-meter breast stroke champion, is a teacher. Kitamura, the 1500-meter free

(Concluded on page 59)

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New Books on the Sport Shelf

• **PHYSICAL FITNESS OF CHAMPION ATHLETES.** By Thomas Kirk Cureton, Jr. Pp. 458. Illustrated—photos, charts, diagrams, and tables. Urbana, Ill.: The U. of Illinois Press. \$10.

EVERY student of athletics and physical fitness will be profoundly interested in this truly tremendous study prepared by Dr. Cureton and his Physical Fitness Research Laboratory staff at the U. of Illinois.

The nationally renowned physical testing authority has put four years of exhaustive research into this project. Sanctioned by the U.S. Olympic Committee, it offers a lucid, practical insight into the physical and physiologic components of championship performance. It trains the spotlight of scientific investigation on six major areas, namely:

1. How do champion athletes differ from men of approximately the same age in normal health, and what significance may be attached to these differences?

2. How do athletes from various sports differ in physical fitness tests?

3. What unusual characteristics do winning athletes possess?

4. What are the physical requirements for particular events?

5. What tests may now be used to indicate the various types of physical fitness?

6. Why are American swimmers and divers, as well as track and field athletes (especially the Negro athletes), so successful?

Three principal types of sports are compared: (1) swimming and diving, (2) track and field, and (3) gymnastics.

The main focus of study includes 76 national champions in the three aforementioned areas of sport. All the details of these tests and measurements are given in microscopic detail, and comparisons made between the three main groups and other samples of nonchampions.

This astonishing mass of information is presented in the three major sections of the book—physique studies, motor fitness studies, and heart, vascular, and metabolic studies.

Some of the intriguing findings include:

Only swimmers with a very high muscular build have broken world records, though several slightly built swimmers have annexed titles at relatively longer racing distances.

Jumpers, hurdlers, and vaulters are relatively slimmer in skeletal build, and are typically taller with longer legs and shorter trunks.

The more ponderous man with larger and longer trunks but with relatively shorter limbs succeed most usually in weightlifting, wrestling, gymnastics, and diving.

The Olympic swimmers average 15.3 lbs. heavier than the track and field group, have softer muscles, and are somewhat more flexible. They are somewhat less strong per pound of body weight than the gymnast and track and field athletes and are also slower in reaction time.

Endurance runners have very large hearts for their size. There's no evidence that such enlarged hearts deteriorate faster than normal. Studies have shown that they come back to normal size a year or so after competition.

This is a "big" book, both literally and figuratively. It is an 11½ by 8½ inch affair, furnished with 163 fascinating illustrations, including electrocardiograms of 55 of the champions measured. It is definitely destined for a permanent niche in the literature on the field.

• **PSYCHOLOGY OF COACHING.** By John D. Lawther. Pp. 333. Illustrated—photographs. New York: Prentice-Hall, Inc. \$3.70.

FOR years we thought of John Lawther solely as a basketball coach—or, more specifically, as the country's No. 1 exponent of the zone defense. During his long reign at Penn State, his clubs were famous the nation over for their poisonous adaptation of the zone.

It wasn't until Lawther retired from coaching several years ago and we began seeing more of him that we discovered the other side of him—that he was a serious, profound athletic educator; indeed, a full professor of physical education.

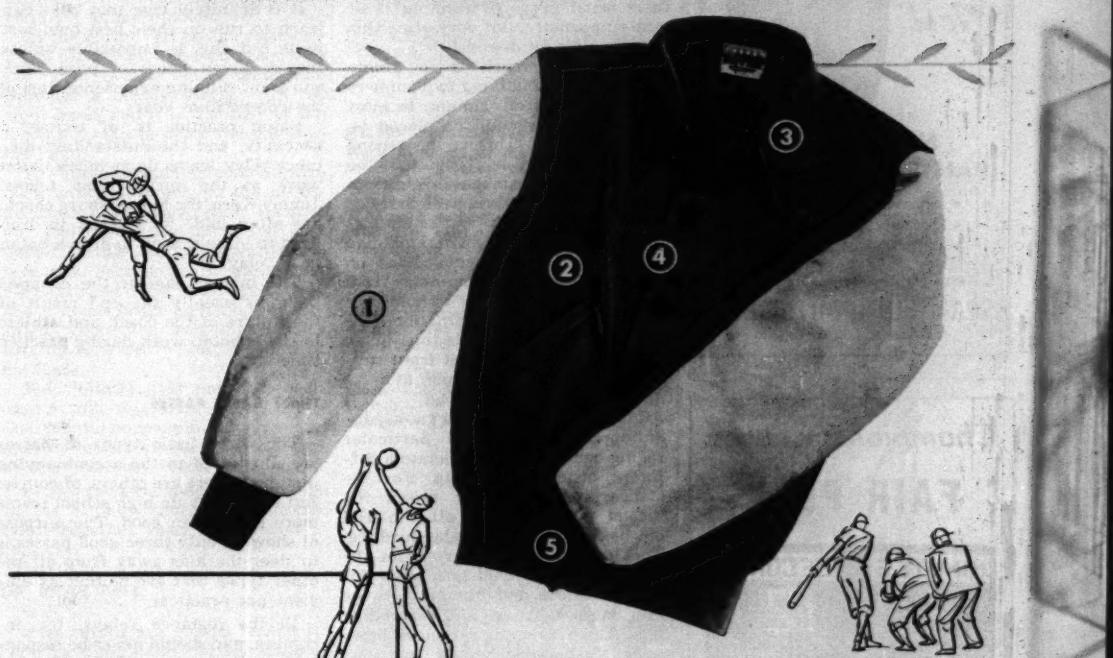
The depth of his perception and intelligence in matters athletic is beautifully plumbed in his book on the psychology of coaching. This isn't a dream piece. It's a solidly practical manual that presents the principles and techniques of sports teaching on the higher levels of learning—on the varsity level, though the basic principles of teaching beginners are presented as well.

Lawther approaches the problem from 10 different sides, namely: The nature of the coaching profession; problems related to assistants, facilities, and equipment; squad and team selection; planning for practices and games; teaching sports; feeling and emotion in sports; handling men; speed and accuracy; strength and endurance; and form.

The author does a comprehensive, painstaking job on each subject. The principles on which the coaching techniques are founded are taken from all the related sciences, and are complemented with empirically derived formulas based on the observations and practices of outstanding coaches.

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Front Runners Win Relays

(Continued from page 8)

final leg. If, however, you have two men of about equal ability, the anchor leg should go to the best front runner of the two. This enhances your chance of preserving any lead that can be built up.

Selection of the second and third legs depends upon additional factors. Knowledge of the opponents and their usual order of running is of vital importance, but very often this is impossible to discover.

A safer approach is to decide which of the remaining two runners is the poorest front runner. In most cases the man should be placed on the second leg. This is the second most competitive leg because of the fact that the teams are relatively well-bunched following the first leg. Ground he may lose can sometimes be made up in the two remaining legs. Should he provide a lead on his leg, the two remaining front runners are then likely to hold it.

By process of elimination, the third leg of the relay is thus given to the team's second best front runner. He may be called upon to make up a deficit or hold a lead.

In actual competition, a knowledge of opponents and the particular racing conditions may dictate a different order of running. For instance, in the shorter relays the second fastest man is often placed on the first rather than the third leg. The idea is to get away from the majority of the field and allow for less crowding and bumping in the first baton exchange and succeeding legs. The practice is valueless, however, if the next leg or two isn't manned by a front runner.

Where a coach is confident that his entire team will run up to capacity, regardless of what the opponent does (a rare occurrence), the order of running may be drastically altered with the hope of discouraging the opponent with a large early lead.

In 1951, both Georgetown and Michigan occasionally used their best half-miler on a leg other than the anchor, to accomplish this purpose in the two-mile relay. Using this strategy, a team with average front runners can often defeat a good team with a great anchor man. The front runners properly placed can build up a lead that cannot be overtaken by one individual.

The inability to perform well when setting the pace may often be

attributed to a lack of constant work on pace and competitive practice. Many boys become so used to following an outstanding teammate in practice that when they find themselves out in front during an actual race they either do not have the confidence or the "feel" of the situation to perform to capacity.

It is definitely true that boys can learn to run on their best own fast pace, but this is impossible unless they're given hours of pace work and front running experience during the competitive year.

Baton practice is, of course, a necessity, and the outstanding distance relay teams do as much baton work as the sprint relay teams. Jimmy Kern, the Mercersburg coach, has often said: "It's better to drop dead in infancy than to drop a baton on a relay."

The missed pass or the dropped baton is usually the end result of the failure of the coach and athlete to stress baton work during practice time.

THREE BASIC PASSES

The three basic types of passes are illustrated in the accompanying pictures. There are others, of course. But I feel they do high school teams more harm than good. The purpose of showing only three good passes is to steer the kids away from all the other types that are neither as efficient nor practical.

In the distance relays, the incoming man should never be responsible for a baton exchange. Due to the fatigue element, his only responsibility should be to raise the baton to position where it may be taken from his hand by the fresh outgoing man.

Hence, whenever an incoming man has run more than a 440, the outgoing man must be looking back at him as he takes the baton. This is called a "visual" pass, and is the safest of all exchanges.

When the man coming into the zone holds up the baton (as illustrated), it presents a steady object at eye level. The outgoing man can then easily see the upper half of the baton as he takes it with his right hand.

Though this type of pass is slightly slower than the "blind" type, there's less danger of missing an exchange.

with it. For this reason, Michigan and several other institutions use it for the mile as well as the distance relays.

The second picture shows another type of "visual" pass in common use. It's employed a great deal with mile relay teams, and sometimes with two-mile and other distance quartets. Though a faster pass than the previously mentioned type, it's slightly more dangerous because of the fact that the baton is handed off on a horizontal rather than a vertical plane, *below* eye level. It's also more difficult to recover from a missed baton with this pass than from the other method.

In the sprint relays, the responsibility for a good hand-off rests with the incoming man. The outgoing man provides a steady target with his right hand, and it is the duty of the incoming man to *place* the baton in his hand.

The outgoing man extends his arm back with the thumb on the inside, as shown in the illustration. He does not look back. He takes the pass "blind," while looking forward. This is feasible because the incoming man isn't fatigued by a short sprint leg, and a much faster pass can be executed where the outgoing man is looking forward in the direction of his flight.

The "blind" pass has also been used in mile relays, but it isn't practical for the purpose inasmuch as the quarter-milers are usually fatigued by the time they reach the zone.

In any good exchange, incidentally, the athletes should *never* come closer together than a yard and a half.

THE INSIDE PASS

Most batons are passed from left hand to right hand, but on indoor board tracks many teams pass from right to left. Commonly known as the "inside pass," this exchange enables the outgoing man to face the curb as he receives the baton, so that when he receives the baton on a curve his body is turned into rather than away from the curve.

Following the mastery of the actual hand-off, the exact timing of the exchange must be mastered. The basic problem is to keep the baton in constant forward motion as it passes through the zone.

Assuming the hand-off is well executed, a perfect pass would be one where:

1. The incoming man continues to move through the zone with maximum speed and effort until the baton is in the hand of the relief runner.
2. The outgoing runner, once he

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starts forward, accelerates and at no time is forced to slow down to take or receive the baton.

The key to success in both cases is a predetermined starting point (determined by constant practice) that, when reached by the incoming man, signals the relief man to start running. On championship relay teams, the predetermined starting mark often differs on each exchange, since the ability of the athletes is a major factor.

In the sprint relays, however, the outgoing man usually begins his forward motion when the incoming man is from 6 to 8 yards from the restraining line. The relief man on sprint relays must move forward with maximum speed as he receives the blind pass. To allow for this acceleration (of the relief man), almost the entire zone is used for the pass.

CAUTION IN DISTANCE RELAYS

In the mile and distance relays, the outgoing man usually begins his forward motion when the incoming man is about 6 or 7 yards from the restraining line. The relief men on these teams (unlike the sprint relays) must be cautious about moving out too fast. They should accelerate, but, due to the fatigue of the incoming man, the initial rate of starting speed is dependent upon the tired runner's condition.

The pass should be accomplished at mid-zone so the tired (incoming) man does not have to run any farther than necessary.

In competition it is wise to mark the predetermined starting point on the track in some manner. This tends to minimize dependency on the judgment of the excited athlete during a race. He merely has to start running when his man reaches the mark on the track.

Mental preparation is also of vital importance to championship performance. Coaches will find that it's easier to create a sense of team pride and interdependence where the boys are running as relays rather than as individuals. In any event, an effort should always be made to place the squad in the proper mental state for every race.

In conclusion a word may be in order concerning the carriage of the baton. During most of the race, it may be held in the manner most comfortable to the contestant. It always pays, however, to expose a great deal of the forward end (presenting the "fat end of the stick"). This greatly expedites the exchange.

The close-up exchange pictures on page 9 neatly illustrate this important coaching point.

Japanese Swimming

(Continued from page 53)

style champion, is in business in Tokyo.

THE 1952 OLYMPICS

Though the U. S. is favored, Japan will do her best. Their probable team follows:

100—Hamaguchi 57.8, Susugi 58.2, Goto 59.4.

200—Susugi 2:10.8, Tanaka.

400—Furuhashi 4:33.0, Tanaka.

1500—Furuhashi 18:19.0, Hashizume 18:32.6, Ishibashi 19:18.2.

Back—Nishino 1:09.2, Kuruhashi 1:09.8.

Breast—Yamamoto 2:37.2, Hagi-hara 2:38.4, Kagikawa 2:37.8.

800 Relay—Furuhashi 2:07.6, Susugi 2:10.8, Hamaguchi 2:11.0, Goto 2:11.6.

I couldn't understand why Furuhashi wasn't considered for the 200-meter distance after his sensational long course time of 2:07.6 at the All-Japan Meet last summer. He should, however, swim a great race in the 1500 against Moore, Konno, and Marshall. In practice he commonly swims the 1500 in 18:30, and under ideal conditions should be able to hit 18 flat.

Though he now weighs 170, which is 13 pounds heavier than he was at Los Angeles in 1948, he's in top condition and has a good mental outlook. For a person who's out of college and who has achieved success in athletics, he is unique.

He works out along with the team and does everything they do or more. He's friendly and considerate of the other swimmers and is frequently joking or playing a prank on one of the others.

RISING SONS

Susugi, Ishibashi, and Goto are new stars. They were virtually unknown before the All-Japan Meet of 1951. Susugi and Ishibashi, though still in high school, have been brought to Nihon University for training. Being young, 17 and 16, respectively, and having had limited experience in competition, they can be expected to make real improvement.

Japan may not win the Olympics this time, but she will surely give a good account of herself. The world can be sure that the team she sends will be the product of a most noble effort.

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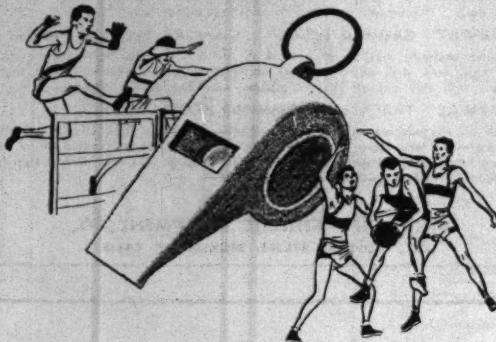
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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 351 Fourth Ave., New York 10, N. Y.

FORMER White Sox manager Jack Onslow slew the chicken-and-chowder circuit the past winter with a shaggy monkey story. It seemed that down in the Ozark League, there was a fan who brought a big monkey to every ball game. This monk became quite an expert. Every time there was a good play he'd jump up and down and clap his hands. On bad plays, he'd stick out his tongue and make ugly faces.

One night the local first baseman got hurt. No replacement was available. It appeared as though the game might have to be called off. Finally somebody suggested they put the monkey on first base. It was an inspired idea. The monkey got a couple of hits and won the game. The team went on to win nine straight with the primate on first.

When the regular first baseman came back, the manager wouldn't break up a winning combination. The first sacker began to sulk and finally packed up and went home. In about two weeks he got a letter. It said: "Dear Tom, Please come back; you can have your job back playing first base. Signed—The Monkey. P.S.—I'm the manager now."

After Maryland stacked up the nation's No. 1 football team in the Sugar Bowl, the *Maryville (Tenn.) Times* ran this item in its obituary column: "Tennessee, University of . . . former national football champions, passed away January 1, shortly after 2:45 p.m. in New Orleans, La. Death came suddenly at the hands of Ed Modzelowski, Ed Fullerton and Jack Scarbath."

Back in the days when Fritz Crisler was coaching at Princeton, he once brought an undefeated team into Cam-

bridge for the annual game with Harvard. The night before the contest, Fritz attended a little gathering of Harvard people. When he left, he said: "Good night, gentlemen, and may the best team win."

One Harvard professor was shocked. "You mean, of course, the 'better' team, don't you, Mr. Crisler?"

"No," answered Fritz, "I mean the best! I figure on using three of them tomorrow."

Converting an outfielder into a third baseman is real tough, requiring a long orientation period plus a selling job on the prospect. For example, when Bob Elliott was persuaded to try the noble experiment years ago, his manager, Frankie Frisch, told him that the infield would add five years to his baseball life.

The first ground ball hit at Bob caromed off his skull, knocking him unconscious. Upon being revived, he looked up at Frisch. "There," he said, "go at least three of those five years."

When the immortal Babe Herman broke into organized ball, he fielded just about as well as he batted—around .385. His manager didn't know what to do with the eccentric genius. He finally decided to ship him back to the bushes. First, however, he would give him a trial run of about five days.

The first day was a double-header and Babe went seven for nine. The second day, Babe busted a triple and a double in three official at bats. The third day, he went four for four, batting in six runs. The fourth day, he tripled twice, walked twice, and singled.

Came the fifth day. The first time up Babe walked. The second time he lined out to right field. The third time up he walked. The fourth time he lined out to second. On his last turn at bat, he blasted one deep into center field. Up and up it went all the way to the 450-foot mark in dead

center—where the fielder, with an amazing, death-defying leap, pulled it down with his bare hand.

As Babe trotted into the dugout, he met his manager. "Too bad, kid," grunted the fellow who held the key to Babe's future. "I'da kept you if you could—a gotta hold of one today."

During the Hackley-Hopkins grammar school basketball game up in Westchester County, N. Y., the ref, King Kong Klein, awarded the ball to a Hopkins player out of bounds. The boy jiggled the ball for what seemed to be more than the required five seconds, and the Hackley bench started yelling "Six seconds, six seconds!" to bring the infraction to the ref's attention.

Klein, a calm, sharp-witted gent, turned to the bench. "Quiet," he snapped. "Since when can an official count to six?"

The classic bean-ball story concerns the time a free-wheeling rookie decided to dust off the great Rogers Hornsby. He hurled a bean-ball and into the dust sprawled the Rajah. The Rajah didn't say a word as he got up and brushed himself off. Three times he went down, and the count now was three and O.

Then the Rajah spoke. "Okay, wise guy," he drawled, "what are you gonna do now?" The next pitch came in and Hornsby drilled it over the fence.

The jolly, imperturbable Charlie Grimm is gone from the big league scene, but you still can't get more than two baseball writers together without at least one of them coming up with a Grimm tale. The most remarkable thing about Charlie was his equanimity. Win or lose he never lost his sense of humor.

One afternoon, after the Cubs had dropped their 14th in a row, Charlie ambled into the writers' refreshment room at Wrigley Field. Before he could be asked a question, Grimm held up his hand.

"You can't win them all," he said.

The Giants' incredible sprint to the National League pennant dulled most fans' memory of the dismal way in which the New York entry got away from the barrier. They lost their first 11 games. That Sunday Tallulah Bankhead, a Giant diehard, had Groucho Marx on her radio show. "Don't worry about the Giants," she told him. "Don't forget Leo Durocher is leading them."

"Yes," snapped Groucho, "and so is everybody else in the league."

There's a gal out in Monona, Iowa, who makes George Mikan look like a spavined old goat. We refer to Norma Schoultze, a 6-4 high school senior. In leading Monona to a 132-12 victory over Harpers Ferry in a girls' sectional tournament game, Norma sank 54 goals and 3 fouls for an eye-popping 111 points!



Tips to Trainers

by ROLLIE BEVAN, Head Trainer
United States Military Academy

Injuries to the Shin and Calf

Shin splints—are considered to be an external injury. It is a strain which may involve all the tissues in that region, including the periosteum (outer covering of bone). Simple treatments are whirlpool, massage, and Analgesic Packs.

The wrap should be applied in much the same manner as with race horses—I use Rub A-535 well rubbed in, then a layer of Rub A-535, cotton dressing, and elastic bandage applied with a reverse spiral. Light, soothing massage with Rub A-535 will assist greatly in the recovery. A few days' rest should follow until the lameness disappears.

Bruised Shins—should be treated with ice for 15 minutes to a half hour. Then proceed with a few minutes of whirlpool, followed by a hot application of Antiphlogistine Poultice covered with a cotton dressing,

a compression sponge-rubber pad of quarter-inch thickness a bit larger than the injured area, followed by a reverse-spiral wrap. The compress will help reduce the swelling.

Should an abrasion of the skin be present use a mild antiseptic such as one-half strength tincture of iodine. Then apply a sterile gauze pad with vaseline before affixing the cotton, rubber and bandage. The first treatment should reduce the swelling, and from there on the whirlpool and wrap may be employed as before.

Calf Muscles—usually become sore from a blow or overwork in early season. Whirlpool and massage followed by a Rub A-535 Analgesic Pack will promote quick recovery. After the whirlpool, have the boy lie on his back with his knees flexed so that his feet are drawn up on the table towards his buttocks. This position will relax the gastrocnemius

muscles so that light (lifting procedure) massage will loosen the tautness.

Massage up and out with the fingers until the soreness is assuaged. Then apply Rub A-535, cotton dressing, and the reverse-spiral wrap. Repeat as necessary until the condition clears.

(Extract from Mr. Bevan's booklet
"Athletic Injuries")

"Bevan's Mail Box"

Coaches and trainers are invited to write for advice on specific problems, to The Denver Chemical Mfg. Co., Inc., Dept. S-7, 163 Varick Street, New York 13, New York. A free copy of Mr. Bevan's booklet may also be obtained by writing to the above address.

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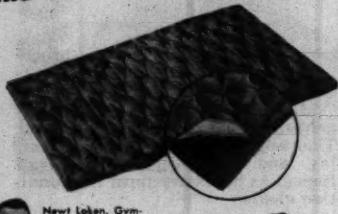
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"Big Brother" Tennis Coaching

(Continued from page 7)

and finally a coach with the organizational ability to get the most out of the available time and space.

Around the middle of March every spring, a call goes out for all candidates to report for an organizational meeting. Information on the ability of each candidate is obtained at this time. From this information, each senior or varsity player is given an underclassman as a charge.

The responsibility of the experienced boy to his "younger brother" is explained at a later meeting. Usually it consists of playing regularly with the tyro and pointing out his "errors" in connection with grip, stance, and follow through.

The younger players frequently find themselves playing "doubles" with their "big brothers," thus getting in some fine helpful competition. After being the weak link in the doubles combination, the youngster is always willing to listen to his "brother's" advice on what to do the next time to avoid being so much of a drag.

The boy-to-boy relationship has other advantages, too. One boy teaching another can often do what an adult cannot. He can get certain

ideas across without the age barrier setting up insurmountable blocks.

The following tips are always given at the beginning of the year and stressed throughout the season:

1. When on the court, take the game seriously—don't horseplay.
2. Keep your temper and play the game clean.
3. Have self-confidence but don't confuse it with cockiness.
4. Keep your eye on the ball.
5. Study your opponent's weaknesses.
6. Anticipate what to do.
7. Practice with a purpose.
8. Practice your weaknesses.
9. Be able to take advice.
10. Use good judgment.

Nothing seems to be gained from large doses of written material or discussions on the finer points of strategy. Written material is thus kept to a minimum. Analyzing the game and then stressing the few basic points can do much to implant the basic pattern of winning tennis.

To the advanced player, 10 short points are stressed:

1. On all shots, keep the elbow low and the head of the racket up.
2. On volleys, move one of your

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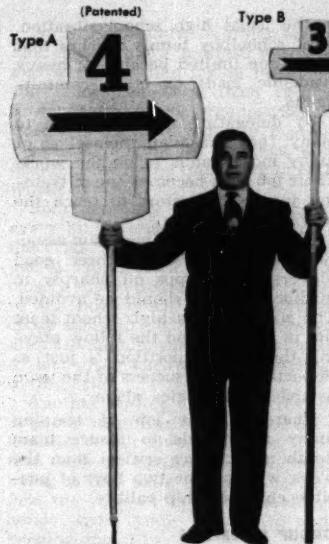
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George Guida makes a record on the all-out treadmill run.
(from page 337, fig. 118)

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by Thomas Kirk Cureton, Jr.

458 pages, 163 charts, diagrams, and photographs, including electrocardiograms of 55 of the champion athletes who were measured.

Published by THE UNIVERSITY OF ILLINOIS PRESS, Urbana, Illinois

feet—near ball, near foot back; far ball, far foot forward.

3. On forehand ground shots, point your toes toward the sideline and get your legs in line with the intended flight of the ball.

4. Punch the ball on the nose, not under the chin.

5. The doubles game is a constant fight for net position.

6. On shots below the horizontal playing level, don't reach with the racket. Bend your knees and get your body down.

7. Hit before the ball gets to you, both from the ground and volley.

8. Look up only after the ball is hit.

9. On backhand shots, cross your feet instead of your fingers.

10. Throughout the service, keep

most of the weight on the left foot and never let all of it get off the ground.

Inter-squad matches are held several times during the season. The two boys who've been working together now team up to play two others. A friendly rivalry and healthy competition are thus stimulated.

You might think that with so many different types of players being developed by so many different instructors, no consistency of teaching technique is possible. This isn't true. That's where the coach comes in. By stressing proven methods to the older players and frequently observing them in operation, he can correct faulty teaching.

The outstanding advantage of this type of coaching is that it lends itself

to the usual high school situation. Most schoolboy tennis coaches find their time limited because of heavy academic loads or other commitments.

By delegating the instruction to many, they can avail themselves of many more hands to do the work. Their job then becomes one of training junior instructors to teach the players.

The average schoolboy team usually consists of two or three good players, then drops off sharply to mediocrity. This should be avoided. The strength of a high school team lies in balance, and the fellow playing the bottom position is just as important to the success of the team as the No. 1 singles player.

Therefore, the job of training many individuals to assure team depth is far more critical than the work with one or two boys of possible championship calibre.

GROUP ENTERPRISE

Don't overlook organization. Setting up sound practice sessions, organizing inter-squad matches, running intramural tournaments, exhibiting the Athletic Association's splendid film strips on tennis instruction, keeping records of individual progress, having a competent manager, and planning transportation for the team are all important.

Tennis hasn't as yet been adopted by the public as uniformly as basketball, football, and baseball. It is therefore necessary to see that the maximum of favorable publicity is bestowed upon the players and the school.

This usually rests with the coach and manager. Newspapers aren't usually eager to dig up tennis news themselves, but if you do it for them they will often be glad to print it. You'll find that this publicity will have a direct effect on the popularity of the game in your community.

Another point to remember is that high school players aren't made during the season of competition. It's what they practice during the summer months that pays off in the improved player of next season. The encouragement of high school players to compete in tournaments during the summer can produce those extra dividends next year.

One of the techniques of keeping interest high is to place about half of your players on a tennis ladder posted in a conspicuous spot in the school. High school students are extremely sensitive to this drive of individual superiority. They'll work doubly hard to improve themselves when success is publicly acknowledged.

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At Grosse Pointe, no other factor has caused more interest week in and week out than trying to get on the ladder or keep from falling down. Here again organization is necessary to be prompt in posting results, arranging for matches, and deciding fairly the minor arguments which develop.

Sportsmanship is stressed above everything else. Several group meetings are held on this matter and its application on the courts is closely supervised. Players are made to see how much more important sportsmanship is when umpires aren't available, and are encouraged to lean over backwards in abiding by the rules.

Another matter which is stressed at group meetings is the minor difficulties which always lead to friction such as footfaulting, catching balls, calling balls out, serving before the receiver is ready, shaking hands with your opponent, and keeping the score.

Baseball Practices

(Continued from page 44)

A word about batting practice pitchers. There are only two things you can possibly do with a boy after he's put in such a stint. You can either run him a while and send him in, or send him in for a clean, dry sweatshirt and have him come back.

We do all our work first, then have our boy pitch batting practice. We let him hit, then run him hard and send him in. This prevents him from getting cold, he doesn't miss any work, it eliminates sore arms.

The aforementioned drills, plus individual attention and work, plus squad games are about the extent of our practice sessions. We try to work on every detail that makes for winning baseball. Our boys like this work, they catch on quick, and it carries over.

We find that in our close games our boys are relaxed—they usually throw to the right base and make the right play. We've won many, many one-run games because of this.

Finally, I'd like to say that if practice is conducted in this manner, if every boy is taught to hustle, your boys will hustle themselves into several victories a year. Nothing looks better than a good, smart, hustling team. Conversely, nothing looks worse than a team completely devoid of life and hustle.

There's only one way to play—**TO WIN**—through hustle, knowledge, and determination.

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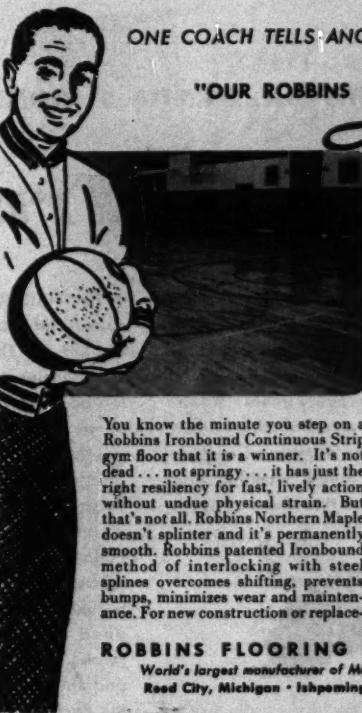
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Tooth Truth

• **GOOD TEETH.** If you want to have good teeth, according to Dr. Ned E. Williams of the Penn School of Oral Medicine, better cut down on carbohydrates, brush your teeth thoroughly and often, and wash your mouth after every meal. Studies have shown that a diet high in carbohydrates (sugars and starches) increases the number of cavities. A more balanced diet, plus mouth washing after every meal, will help eliminate this cause of decay.



• **ATHLETE'S FOOT** has been the bane of mankind for over 20 centuries. Prevention is far simpler than cure. Wash your feet daily with soap and water, especially between the toes, and dry thoroughly while standing on a clean mat or paper. Use a powder or ointment (recommended by your physician) on and between the toes. Change your socks daily and alternate shoes if possible.

• **ROUGHAGE.** A strong argument in favor of fresh fruits and vegetables is that they supply the roughage needed for easy, complete, and natural elimination. Moderate exercise, regulation of elimination to adhere to a definite time schedule (preferably after breakfast), and relaxation are vital factors in this hygienic practice. Laxatives and enemas should be avoided.

• **MILK** and milk products are the only good source of calcium in the diet, according to Dr. Alexander K. Guzman, bone specialist at Columbia U. Vegetables contain calcium but in a form humans cannot utilize. He recommends that children drink a quart, and adults a pint, daily.

• **FIRST-AID KIT.** Paste the phone numbers of your doctor and druggist on the inside lid of your home first-aid kit. This will save precious seconds when emergencies arise and you're too upset to rifle through a phone book. First-aid kits should contain cotton, gauze pads, bandages, adhesive, witch hazel, aromatic spirits of ammonia, sodium bicarbonate, boric acid, eye wash, rubbing alcohol, hydrogen peroxide, calamine lotion, a good soap, cotton-tipped swabs, tongue depressors, and any antiseptic recommended by the family doctor. Each bottle should be carefully labeled, and the contents of the kit checked periodically.

• **WALKING.** Teen-agers who live within two miles of school should walk to school daily. brisk walking is one of the best all-around exercises there is to keep in trim. It improves muscle tone, increases circulation, and provides an excellent way of getting fresh air into the lungs. If you've developed the habit of riding to school, try going part of the way with a brisk walk.



• **TALL STORY.** Men are growing taller in our neck of the world. The average height of U. S. and Canadian soldiers in World War II was about an inch more than in World War I. The percentage of 6-footers is about a third greater than it was about 35 years ago. This improvement in height reflects the rise in general health and nutrition.

**STATE H.S. FOOTBALL
CHAMPIONS**

(Continued from page 49)

NEBRASKA

Lincoln Central, coached by Bill Pfeiff, decimated nine opponents to gain the state Class A title. Against Class A opposition all the way, the champs scored 286 points to 59 for their rivals, gaining at least a two-touchdown margin each time out. Omaha North was rated second, but Lincoln trampled them, 39-13. Fremont had a fine team which went unbeaten but didn't seem to be in Lincoln's class. Omaha Holy Name was rated best in Class B, ahead of Minden and Broken Bow which played each other twice (once in a conference playoff) and oddly enough deadlocked at 6-all and 7-all.

NEVADA

Reno and Las Vegas played a 6-6 tie to share the state championship. Reno has played 31 games in three years without defeat, while Las Vegas was defeated in 1951 by Phoenix, Ariz., and Compton, Calif.

NEW HAMPSHIRE

A new rating system in three enrollment classes produced these results: Class A—Bradley of Manchester (6.75), Nashua (6.87), Dover (6.40). Class B—Laconia (7.75), Somersworth (7.50), Lebanon (6.75). All the foregoing were unbeaten in their class.

NEW JERSEY

Columbia High of South Orange-Maplewood was official champion of North Jersey Section-Two Group-Four (section denotes area and group denotes enrollment) and unofficial champion of the state. Columbia conquered Montclair and that was enough, Montclair having won 50 of 52 games over six years against the state's toughest in the Essex County and North Jersey area. Regional titleholders, records, and points scored according to the Colliton rating system, follow: Group Four, Section 1—Clifton (8-1-0) 587 and Memorial of West New York (8-0-0) 580; Section 2—Columbia (9-0-0) 747, Montclair (8-1-0) 720, Central—Plainfield (6-1-2) 587, and Perth Amboy (5-1-2) 538, South—Bridgeton (7-1-0) 495. Group Three, Section 1—Hackensack (8-1-0) 60; Section 2—Rahway (8-1-0) 569, Central—South River (7-1-1) 524, Long Branch (7-0-2) 480, South—Paulsboro (9-0-0) 436. Group Two, Section 1—Lyndhurst (8-1-0) 511; Section 2—Clifford Scott of East Orange (7-2-1) 471, Madison (7-0-1) 448, Central—Toms River (8-0-0) 280, South—Palmyra (9-0-0) 471. Group One, Section 1—Fort Lee and Netcong; Section 2—



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NEW MEXICO

Coach Ralph Bowyer's Carlsbad Cavemen ran their victory string to 20 in capturing their second straight Class A title. Farmington finished second and Hobbs third. Lovington nosed out Alamogordo for the Class B crown, inflicting the latter's only defeat of the season. El Rito and Melrose shared Class C laurels.

NEW YORK

No state champion is decided and only a modicum of intersectional competition exists. A run-down by sections follows: Section 1—unbeaten White Plains coached by Glenn Loucks. Section 2—Mont Pleasant of Schenectady (Class A). Section 3—Christian Brothers of Syracuse captured the city and county crowns, while Rome Free Academy took the Central League title and Ilion won in the Mohawk Valley. Section 4—Elmira Free Academy. Section 5—West annexed the Rochester city crown. Section 6—South Park defeated Seneca for the Buffalo city championship, with Niagara Falls and Lackawanna sharing the Niagara Frontier League honors. Section 8—Hempstead. Section 9—Newburgh. Section 10—unbeaten Massena, New York City—Boys High in public school competition, and Cardinal Hayes among the parochial schools.

NORTH CAROLINA

Wilmington New Hanover squeaked by High Point, 14-13, to win the AAA title. Lumberton defeated Reidsville, 18-13, in Class AA, and Ahoskie 52, Walnut Cove 0 in A.

NORTH DAKOTA

St. Mary's of Bismarck defeated Fargo, 38-26, in a wild game for the East-West Conference crown. Fargo led, 26-19, going into the final stanza, but three lost fumbles led to St. Mary's tallies.

OHIO

Massillon—who else? Thrice-beaten Warren bounced Chuck Mather's eleven for the champs' only loss. Other highly rated teams were Springfield, Hamilton, Zanesville, Barberston, Cleveland Collinwood, and Fremont Ross. Only Zanesville was unbeaten and untied.

OKLAHOMA

With the large schools out of the state playoffs in 1951, the Class A title was won by Coach Carl Tete's Ada team, 20-13, over Ponca City. Waurika ran roughshod over Okemah for the B crown, 65-14, while Thomas repeated in Class C by the margin of 14-10 first downs over Davis who tied in actual score.

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25-all. Most observers rated Duncan, Muskogee, and Sapulpa top teams in the state but none of these participated in the eliminations. All were unbeaten, the last two named tying each other for the Oklahoma Six Conference crown.

OREGON

Another state championship was decided by the first-down method as Grants Pass prevented Grant of Portland from winning its third straight crown. The team's tied, 14-14, but the Cavemen had a 12-9 edge in first downs. Walla Walla downed Gervais, 34-0, for the Class B championship.

PENNSYLVANIA

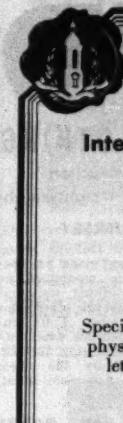
No way of settling a championship yet in Pennsylvania so here's a run-down by areas: Farrell downed Munhall for the AA title of the WPIAL, 13-0. New Brighton swamped Mt. Pleasant Ramsay, 33-0, for the A title, and Jefferson and Wilmerding played a 20-20 tie in Class B. Westinghouse was champion of Pittsburgh, and Meadville, Grove City, and Erie Cathedral were top elevens in the Northwest. Conemaugh Township had a strong team which won the Mountain Conference and Western Conference Class A crown. Lewiston was champion of the Central Counties League. Williamsport, dropping only one game, took the tough Central Penn League. Gettysburg was champion of the South Penn loop. In the huge Eastern Conference, Swoyersville won the Wyoming Valley and Northern Division crowns then walloped Pottsville of the South for the title. Nazareth of the Lehigh-Northampton League and Palmerton copped the Lehigh Valley loop. West Catholic put Bok Tech to rout for the Philadelphia city crown, 42-0, and Ridley Township went unbeaten in the Philadelphia suburban area. Other undefeated elevens were Kulpmont, Johnstown Catholic and West Scranton. Allentown had a fine team which was beaten only by Phillipsburg, N. J.

RHODE ISLAND

LaSalle of Providence won the Class A title with eight straight victories, but it took a 51-yard pass on the final play of the final game to keep the record from being blemished by East Providence's last-place eleven. West Warwick smashed Class B opposition for its second straight crown, while Burrillville, Colt Memorial, and Lockwood shared Class C honors.

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SOUTH CAROLINA

Playoffs determined champions only in the smaller classes. Dreher of Columbia had the best record among the larger Class AA schools and was rated first followed by Greenville, Rock Hill, Parker of Greenville, Greenwood, and North Charleston. Kershaw downed Mullins, 25-20, for the Class B title, and Central beat North, 42-0 in Class C.

SOUTH DAKOTA

Sioux Falls Washington copped the championship of the Eastern S. D. League, which ranks along with the best in the Midwest, while Rapid City was tops in the West. Miller, Milbank, and Humboldt had top grade teams among the smaller schools. Lemmon also finished unbeaten, numbering the North Dakota state champs among its victims.

TENNESSEE

Dr. Litkenhous rated Chattanooga Central as the best team in Tennessee, and that's the closest you can get to being a state champion. Memphis Southside, Memphis Central, Oak Ridge, Jackson, Nashville Litton, Elizabethton, Greeneville, Nashville East, and Shelbyville finished in that order according to the good doctor.

TEXAS

Lubbock won the super AAAA diadem by defeating Baytown, 14-12, fullback Gary Sides running 63 and 37 yards for the Westerners' scores. An underdog Breckenridge team defeated Temple, 20-14, in the AAA finals led by 15-year old Ken Ford at quarterback. Other finals were: (AA) Arlington 7, La Vega 0; (A) Giddings 25, Newcastle 14. Class B teams play only to regional championships.

UTAH

Carbon County High of Price walloped Box Elder County of Brigham City, 27-0, to take the Class A crown, while powerful Fillmore (Millard) downed Cyrus, 25-6, for its second B title in a row.

VERMONT

Rutland in Class A and Fair Haven in Class B, Rutland's closest rival was Springfield, while Fair Haven's championship was noteworthy in that regular coach, Del Borah, was forced to give up the reins in mid-season due to illness and turned the job over to two assistants, Bob Gillis and Ken Blackbird.

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VIRGINIA

Hopewell ran its winning streak to 31, grabbing the Group 1 title in doing so. Hampton, defeated only by Lynchburg, finished second in the 22 school loop, while Wilson of Portsmouth was third. Wilson's lone defeat came at the hands of the champions who were ably coached by Bill Merner. Among the smaller schools, titles were won by Williamsburg, Manchester, Bedford, Lexington, Pulaski, Richlands, and Appalachia.

WASHINGTON

Ballard won the Seattle championship and invited Bremerton to bring its undefeated team across Puget Sound for a post-season "championship" game. Ballard won, 14-13, but Walla Walla supporters didn't like the idea of Ballard's claiming a state title. Their team won the rugged Columbia Basin Conference crown and went unbeaten in nine games. The annual press poll gave Ballard the championship by 165 points to 164, but 12 writers thought Walla Walla was No. 1 while only five voted for Ballard. Dayton proved its right to the B crown by beating Foster, 19-18.

WEST VIRGINIA

Beckley ran away from Gary, 26-0, to grab the crown vacated by Parkersburg. Coach Jerome VanMeter's eleven stopped a Gary winning streak of 28 games. Stonewall Jackson of Charleston ran first in the rankings most of the year and seemed slated for a playoff berth until Charleston scored an amazing upset over them. Huntington Vinton scored almost at will to down Sissonville, 26-7, for the Class B title.

WISCONSIN

Champions of the five major leagues were: Green Bay West (Fox River Valley), Kenosha (Big Eight), Stevens Point (Wisconsin Valley), West Division (Milwaukee City), and Waukesha (Milwaukee Suburban). Stevens Point, West Division, and Waukesha were undefeated and untied, and Kenosha was only beaten by Fond du Lac, which also tied Green Bay West for the only blot on the latter's record. Eau Claire Regis and Milwaukee Marquette showed unbeaten records among the Catholic teams, as did the smaller schools of Wisconsin Dells, Menomonie, New Lisbon, Menasha, Mukwonago, Keweenaw, Arcadia, Spencer, and St. John's of Little Chute.

WYOMING

Laramie and Casper tied for the AA title in round-robin play. Laramie had an opportunity to win outright but was smothered by third place Cheyenne, 28-0, in its final game. In Class A, it was Evanston 25, Worland 2 in the finals of an elimination tourney.

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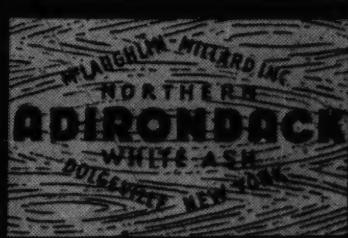
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